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ABSTRACT

A study was conducted to obtain information on certification requirements for health occupations teachers at the secondary and postsecondary levels nationwide and to determine if Tennessee requirements are comparable to those of other states. Data were secured by questionnaires mailed to each state official responsible for supervision of health occupations education and teacher educators of health occupations education in the United States and the District of Columbia. Findings include the following: (1) health occupations teachers were included in certification regulations for trade and industrial teacher in all but five states; (2) virtually all states required beginning health occupations teachers to be licensed or certified to practice their profession; and (3) initial certification requirements for beginning health occupations teachers include twelve semester hours of professional education to be earned within the first three years as the national average. Based on the findings, recommendations were made to reverse Tennessee certification requirements for health occupations teachers to make them compatible with national trends. (Author/[illegible])

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A SURVEY OF CERTIFICATION REQUIREMENTS FOR SECONDARY AND POST-SECONDARY TEACHERS OF HEALTH OCCUPATIONS IN THE UNITED STATES

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Juanita Fuller Lutz
August 1977

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ABSTRACT

In Tennessee, a rapid expansion of health occupations programs (especially at the secondary level) deemed it appropriate to evaluate teacher certification requirements.

The purpose of this study was to obtain information on certification requirements for health occupations teachers at the secondary and post-secondary levels nationwide, and to determine if Tennessee requirements were comparable with those of other states.

The objectives were to: (1) obtain certification requirements for health occupations teachers from each of the United States and the District of Columbia; (2) compare Tennessee requirements with those of other states; and (3) make recommendations, based on findings , for certification of Tennessee health occupations teachers.

Data were secured by mailed questionnaires to each state official responsible for supervision of health occupations education and teacher educators of health occupations education in the United States and District of Columbia.

Findings revealed:

1. Health occupations teachers were included in certification regulations for trade and industrial teachers in all but five states.

2. Diversities of certification requirements were noted among the states and in several instances different requirements within the same state for secondary and post-secondary teachers.

3. The minimum of an Associate Degree in Nursing for beginning teachers of practical nursing at the secondary and post-secondary levels was required by a majority of the states.

4. Beginning teachers of health occupations programs (other than practical nursing) at both levels were required by most states to be high school graduates plus have professional training in the occupational area.

5. Virtually all states required beginning health occupations teachers to be licensed or certified to practice their profession.

6. Beginning health occupations teachers nationwide were required to have 2.6 years of recent occupational experience.

7. A state issued teacher's certificate was required by 88 percent of the states for beginning teachers at the secondary level and 54 percent required this certificate for post-secondary teachers.

8. Initial certification was granted for an average of 2.7 years nationwide.

9. Three-fourths of the states required preservice teacher orientation for secondary health occupations teachers while only one-half required it for post-secondary teachers.

10. Initial certification requirements for beginning health occupations teachers included twelve (12) semester hours of professional education to be earned within the first 3 years as the national average.

11. The majority of state officials were satisfied with their initial certification requirements.

12. Most states had some provision for certification renewal, and this renewal invariably required health occupations teachers to take additional (albeit minimal number) professional education courses.

13. Only three states required an occupational competency examination for certification.

Based on findings, recommendations were made to revise Tennessee certification requirements for health occupations teachers to make them more compatible with national trends.

1. Increase required occupational experience from two to three years and require that it be recent occupational experience.

2. Require a teacher's certificate for post-secondary teachers.

3. In-service education requirements should be twelve (12) semester hours within a 3 year period for which the certificate should be valid.

Recommendations were also made for further research which seemed warranted based on data gathered.

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CHAPTER I

INTRODUCTION

In 1956 Congress amended the Vocational Act of 1946 known as "Title II, Vocational Education in Practical Nurse Training" which authorized funding "to extend and improve practical nurse training" (Administration of Vocational Education, Rules and Regulations, Bulletin No. 1, 1958, p. 36). With the passage of the Vocational Education Act of 1963 (P. L. 88-210), vocational education in health occupations was defined to include other areas in addition to practical nursing (Administration of Vocational Education, Rules and Regulations, Bulletin No. 1, 1966).

Since 1964 programs for training health care workers has grown rapidly. In addition to the national emphasis being placed on expanding offerings in vocational education, the passage of the Allied Health Professions Personnel Training Act of 1966 further identified the need for more workers to be trained in the health services field. New kinds of allied health categories were established. Training of nursing and allied health personnel began shifting from hospital-based programs to educational institutions. The majority of health occupations education programs are conducted at the post-secondary level and are of a preparatory nature. It has only been since 1967 that a growth in programs at the secondary level began in Tennessee.

A survey of state directors conducted by Hensel in 1965 projected a 40.2 percent increase of health occupations teachers by 1968. He further stated that "both high school and post-high school programs are being expanded in all areas and teachers will be needed to fill the new positions (Hensel, 1967, p. 31).

There is and will continue to be an increased demand for trained workers in the health care field. "Health occupations education has become an important area in vocational education" (A. V. A. Journal, May 1976, p. 83). Burkett stated that "the demand for services in the health field will have the highest growth" (Ibid., p. 94). Since manpower is a major key to meeting our Nation's health problems, it is important to have qualified teachers for the training programs.

Statement of the Problem

The health field has rapidly expanded because much national attention is being placed on the quality of health care delivery. The lifespan has increased due to improved services, preventative medicine, and advanced technology. More people now have hospital insurance; therefore, there are more hospital admissions. Government insurance coverages of Medicare and Medicaid have also contributed to the increased admissions in health care facilities.

In order to meet the expanded needs for trained health workers, there has been a massive influx of health occupations programs into both secondary and post-secondary school settings. Health occupations programs have been broadened to include new and emerging occupations beyond the traditional practical nursing programs.

The problem, however, is that teacher certification requirements have been hard pressed to keep pace with the above changes, and a compilation of the current state of the art is not readily available.

Statement of the Purpose

The purpose of this study was to obtain information on the certification requirements for teachers of secondary and post-secondary health occupations education programs in the United States and to determine if the certification requirements for Tennessee teachers were comparable with those of the other states.

Rationale

At the present time there are approximately 250 health occupations teachers in secondary and post-secondary programs conducted by local boards of education and State Area Vocational Technical Schools in Tennessee. The passage of The Comprehensive Vocational Act in 1973 by the Tennessee State Legislature created a projected need for 102 additional health occupations teachers by 1977. This act placed emphasis on program expansion in grades nine through twelve.

The Tennessee State Advisory Council report for 1973 pointed out that "programs in health occupations area hold a high priority . . . ." Moreover, "these programs probably have the highest completion and placement in the field trained of the division" (p. 16).

In view of the projected expansion in the number of health occupations teachers in Tennessee by 1977 and of the recommendation by the

Tennessee State Advisory Council for Vocational Education to increase the number of health occupations education programs, the state of Tennessee health occupations education staff belives that it is necessary to evaluate the present certification requirements for health occupations teachers.

Objectives

The objectives to be accomplished in the study are as follows:

1. Obtain certification requirements for teachers of health occupations programs from each state in the United States and the District of Columbia.

2. Compare Tennessee certification requirements for health occupations teachers with those required in the other states.

3. Make recommendations, based upon findings, for certification requirements for Tennessee health occupations teachers.

Delimitations

It was recognized that the findings in this study are limited to responses by state officials responsible for supervision of health occupations education in the fifty states and the District of Columbia and by the teacher educators for health occupations teacher training programs in five states.

The scope of the study was further limited since health occupations teachers were excluded in obtaining the data.

Definitions

To promote clarification of terms and titles used in this study the following definitions are listed. They are from the Superintendent of Documents Catalog No. F. S. 5.280:80061, Vocational Education and Occupations.

Health occupations education: education for health occupations comprises the body of related subject matter . . . and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. (p. 39)

Dental assisting: a combination of subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work. (p. 40)

Dental laboratory technician: a combination of subject matter and experiences designed to prepare a person to execute the work in producing restorative appliances required for the oral health of the patient as authorized by the dentist. (p. 40)

Medical emergency technician: a combination of subject matter and experiences designed to prepare technicians to become members of the health team responsible to professional members qualified to: (a) respond to medical emergency calls; (b) evaluate the nature of the emergency; (c) take appropriate prompt action to reduce the medical hazards to the receiving station; (d) serve as technical assistant to the emergency room staff of general hospitals. (p. 49)

Medical laboratory assisting: a combination of subject matter and experience designed to prepare a person to work under the supervision of medical technologists, clinical pathologists, or physicians to perform the routine laboratory procedures. (p. 41)

Medical laboratory technology: planned subject matter and laboratory experiences concerned with bacteriological, biological, and chemical tests to provide data for use in diagnosis and treatment of diseases . . . using microscopes, micrometers, and other instruments. (p.p. 40, 41)

Medical assistant (assistant in physician's office): a combination of subject matter and experiences designed to prepare a person to perform functions and follow procedures concerned with diagnosis and treatment of patients in a physician's office. (p. 49)

Nursing assistance (aid): a combination of subject matter and experiences designed to prepare a person to perform simple tasks involved in the personal care of individuals receiving nursing services. (p. 42)

Occupational therapy: a combination of subject matter and experiences designed to prepare a person to assist the occupational therapist in implementing the plan of therapy for a patient as prescribed by a physician. (p. 44)

Physical therapy (aide): a combination of subject matter and experiences designed to prepare a person to assist the physical therapist in implementing the plan of therapy for a patient as prescribed by a physician. (p. 44)

Practical (vocational) nursing: a combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a nurse or physician. (p. 42)

Psychiatric aid: a combination of subject matter and experiences designed to prepare a person to care for mentally ill patients in a psychiatric medical care facility under the direction of nursing and medical staff. (p. 42)

Radiologic technology (x-ray): a combination of subject matter and experiences designed to prepare a person for the safe use of x-ray equipment in clinical settings under the supervision of a radiologist or other physician. (p. 45)

Respiratory therapy (inhalation therapy): preparation includes a combination of subject matter and experiences designed to prepare a person to perform procedures and operate and maintain equipment used in supporting respiratory functions, including the administration of oxygen and other sustaining gases, as directed by a physician. (p. 48)

Surgical technician (operating room technician): a combination of subject matter and experiences designed to prepare a person to serve as a general technical assistant on the surgical team in the operating suite. (p. 43)

According to a glossary of terms in the Allied Medical Education Directory (1974), the following definitions have been taken from page 36.

Allied health manpower: categories of personnel which include all professionals and supporting workers in the fields of patient care, public health, and health research who assist in the provision of health services.

Certification: the process by which a nongovernmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by that agency or association.

Licensure: the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or use a particular title . . . .

Registration: the process by which qualified individuals are listed on an official roster maintained by a governmental or nongovernmental agency.

Summary

Two of the major trends in health occupations education have been a move from hospital-based programs to educational institution-based programs and a rapid expansion in program offerings. These trends have increased the need for more and better qualified teachers. The purpose of this study was to determine if certification requirements for health occupations teachers in Tennessee are comparable with national requirements. Based upon research findings, recommendations could be made to revise certification requirements for Tennessee health occupations education teachers.

In Chapter II, a review of literature and implications concerning certification is described.

Chapter III describes the procedure followed to obtain data used in this study.

Chapter IV contains an analysis of the data obtained in the survey.

Chapter V provides a brief summary, conclusions, and recommendations based on an interpretation of the data.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Certification requirements for health occupations teachers, if carefully planned and implemented, can promote improvement in health occupations education programs, and better meet the needs for providing trained workers in the rapidly expanding health care delivery system.

In order to determine if certification requirements for Tennessee health occupations instructors are comparable with requirements nationwide, it was deemed appropriate to review related literature and research studies on certification of teachers generally, certification of trade teachers, and certification of health occupations teachers.

Prior to 1900 certification of teachers in the United States was unstructured being under local control. Then state school systems were established and the "responsibility of teacher certification was placed with the state department . . . of education" (Stinnett, 1971, Vol. 8, p. 614). Today state law regulates general requirements for teacher certification rather than state board regulations (Stinnett, 1971).

Strong (1971) discussed the various vocational acts and the implications for expansion of programs, teacher education, and teacher certification. He pointed out that adequate training of large numbers of vocational teachers remains of utmost importance. Due to the expansion of vocational education into more diversified areas such as education of the disadvantaged and handicapped, teacher training has been made more complex.

According to the National Advisory Council on Vocational Education report (1968), principles of teacher certification need reinterpretation because of the increased variety of new teaching positions. This report further stated that these certification requirements should not be so rigid as to restrict the selection of potential teachers. There has been continued expansion in numbers and types of programs since the enactment of the Smith-Hughes Act in 1917. That act provided only for agriculture, home economics, and trades and industries.

The selection method used for teachers in trades and industries and health occupations has been to recruit persons from the occupation in which they are to teach. For trades and industrial teachers, "the selection criteria . . . emphasized competence and success in the occupation rather than the completion of a degree" (Strong, 1971, Vol. 9, p. 482). The selection criteria for health occupations teachers differs from that for trades and industrial teachers in that they "have met the degree or other training requirements of the occupation and hold licenses if such are required" (Strong, 1971, Vol. 9, p. 482). Strong also pointed out that while some modifications have been made in certification requirements and teacher education, States generally develop "certification requirements by service area" (1971, Vol. 9, p. 483). He further stated that several states are developing teacher education programs specifically geared to the needs of the health occupations teachers. Heretofore, teacher education for these teachers has been provided altogether by trade and industrial teacher educators.

Teacher certification is one of the essential elements in the expansion of vocational education. Diversity of criteria in certification requirements by the different states remains of major concern among various educators. Nomenclature for the many certificates issued and different state standards, which hamper reciprocity, were among criticisms encountered in reviewing the literature. One example of this diversity in certification requirements was a statement made by Stinnett (1971). He said that a "professional certificate may be based on the bachelor's degree in one state and on the master's degree in another . . ." (Vol. 8, p. 16).

Another example was noted in a speech presented by Childress at a National Seminar on Vocational Teacher Education conducted at The University of Tennessee in 1969. He pointed out that where some allowances were made for reciprocity among the states for academic teachers, a vocational trade teacher in Tennessee "has to meet a different set of certification requirements to teach in Georgia, Kentucky, or Illinois" (p. 192). He was particularly concerned because the states do not have certification standards which would allow for reciprocity for trade teachers.

In a study conducted by Smith in 1963, the diversity of teacher qualifications and certification among the states was recognized also. The purpose of his study was to develop a plan for a unified system of administering vocational education in the state of Michigan. He obtained information from departments and divisions of vocational education in nearly all the states. Based on his findings, Smith stated that "few states have met the problem of occupational teacher qualifications adequately" (Part I, p. 44). Among the conclusions he reached were that the "conventional requirements for certification are inadequate . . . ," and that "there is much to be learned before certification requirements for vocational teachers should be rigidly fixed" (Part I, p. 7).

Further documentation on teacher certification requirements and teacher qualifications was provided in a study completed by Houston in 1968. One purpose of his study was to determine projected needs for an increase in secondary and post-secondary vocational teachers in New Mexico by 1980. Another purpose of the study was to obtain projected teacher qualifications for the same year. Data for the study was obtained by questionnaires mailed to high school principals, superintendents, directors of vocational programs, and directors of vocational technical schools in New Mexico. He received a 68 percent response to this survey. Included in the questionnaire, Houston asked for the projected certification requirements and qualifications for health occupations teachers. Significant findings in the health occupations service area were projected increases of 200 percent in the number of high school teachers from 1968 to 1980 with a 277 percent increase at the post-secondary level. There was also a projected increase in educational and experience requirements for these teachers. Service areas requiring a minimum of a bachelor's degree in 1968 would require a master's degree by 1980 (Houston, 1968).

In 1969 Larson and Crain surveyed the states and territories for the purpose of determining what basis was being used for teacher certification. They were especially interested in what methods were being used in evaluating teacher qualifications for certification and to what extent competency examinations were being used in vocational technical education. Questionnaires were mailed to state directors of vocational education in each state and territory of the United States. Another questionnaire was mailed to persons in charge of administering competency examinations in sixteen (16) states. They received a 98 percent response from state directors and an 89 percent response from persons administering competency examinations.

Information secured from state directors showed that sixteen (16) states administered competency examinations; thirty-one (31) states had never used competency examinations; and five (5) states had discontinued their use. Information from the states using competency examinations showed that nine (9) states used a combination of written, oral, and performance tests. Four (4) states reported using a combination of written and performance tests. Generally, competency examinations were not used to determine the amount of work experience allowed toward certification requirements. Larson and Crain stated that only two respondents indicated that examinations were equated for certification purposes. Findings also revealed that there were problems of keeping questions updated to use in competency examinations. Other significant findings indicated that the use of competency examinations were "spreading from traditional services of trade and industry . . . to include health occupations" (p. 6).

In 1970 Ramp and Reeder completed a study to identify qualifications and certification requirements for secondary trades and industries and postsecondary trades and technical teachers. Information for their study was obtained by questionnaires mailed to each department of trade and industrial education in all of the states and the District of Columbia. They received fifty (50) responses on secondary teachers and forty-eight (48) responses on postsecondary teachers. Data compiled included academic experience requirements, work experience requirements, and specific course requirements. Specific minimum state requirements for beginning teachers requested in the questionnaire included: (1) type of certification; (2) certification renewal requirements; (3) high school diploma; (4) high school plus preservice training; (5) high school plus college level course work; (6) college degree including specified course requirements; (7) vocational training courses; (8) technical courses supporting specialty; (9) general professional teaching courses; and (10) courses directly in the specialty area.

Findings in this study showed a diversity in criteria for teacher qualifications, educational requirements and certification requirements among the various states. The minimum academic requirements for beginning trade and industrial teachers at the secondary level in twenty-six (26) states was a high school diploma. Completion of a brief teacher training course in addition to a high school diploma was required by five (5) states. None of these states required a bachelor's degree for provisional certification. A bachelor's degree was required by sixteen (16) states for full nonprovisional certification. Teachers from these states were allowed to meet this requirement while teaching with a provisional certificate. Only one state was found to have direct specific requirements for teachers from other states. "Massachusetts required that all out-of-state teachers complete 260 clock hours preservice teacher program regardless of previous academic achievement" (p. 11). The majority of the states required varying numbers of courses at the college level to renew the provisional certificate. At the postsecondary level, only two (2) states required a bachelor's degree for beginning teachers. A few states required some college preparation before teaching. Thirty-one (31) of the forty-eight (48) states responding required only a high school diploma for beginning post-secondary teachers. Based on findings of their study, work experience seemed the primary important factor for beginning teachers. A trend to develop teaching competencies through in-service training was a typical pattern (Ramp and Reeder, 1970).

A review of state plans for vocational education available from twenty-seven (27) states was accomplished (See bibliography for composite listing of state plans reviewed).

In Alabama certification requirements for vocational teachers are determined by the Alabama State Board. A Type I Day Trade Certificate was required by certain teachers in junior colleges, but a detailed description was not given in the state plan. A Class B Secondary Professional Certificate description was discussed in the appendix of the state plan. A baccalaureate degree was required for this type of certificate which is valid for eight (8) years. Specific requirements for majors in trade and industrial education to obtain the professional certificate were thirty-six (36) quarter hours in the following courses: (1) Fundamentals of Mechanical Drawing or Planning and Design; (2) Business Correspondence; (3) Marketing; (4) Industrial Management; (5) Labor Economics; (6) Development of Vocational Education in the United States; (7) Vocational Information and Guidance; and (8) Functions of the Coordinator. Three (3) years of work experience acceptable to the state vocational education department was also required. (Alabama State Plan for Vocationaal Education, Part I, p.p. 15, 21 and Appendix E, p. 84-6).

The Arkansas state plan required day trade teachers to be high school graduates or the equivalent, and they should have completed enough work experience to qualify as a journeyman in the area to be taught.

7 States on course work requirements were:

- Within three (3) years, the shop teacher should complete ninety (90) clock hours or nine (9) semester hours of teacher education such as the following: History and Principles of Vocational Education; Job Analysis; Organization of Instructional Materials; Methods in Trade and Industrial Education; and Shop Organization and Management. Thirty (3)(30) clock hours or three (3) semester hours shall be completed within one year after employment (Arkansas State Plan for the Administration of Vocational Education, 1974, p. 19).

In the California state plan, special qualifications were listed for full time teachers in technical, trade and industrial, and health occupations to include community colleges. These teachers were required to successfully complete a written or performance examination or both. If the teacher had a federal or state license to practice his occupation he could be exempt from taking the above examination. In addition these teachers

> shall have completed twelve (12) units of coursework in instructional processes and evaluation, directed teaching, and principles, practices, and evaluation of vocational education, except for those who have completed a master's degree with a major or minor in the vocational subject assigned . . . (p. 30).

The plan further breaks down the requirements to be met in one of the following areas:

> a baccalaureate degree with appropriate occupational experience . . . , or an associate degree for sixty (60) semester hours of coursework and appropriate work experience . . . or a high school diploma or the equivalent and six (6) years of appropriate work experience . . . (California State Plan for Vocational Education, 1973-74, p. 30).

The Colorado state plan specified that all personnel employed by local school districts, area vocational schools and community colleges or other institutions to teach or supervise in a vocationally reimbursed program must hold a valid vocational certificate (p. 19). A special section was designated for health occupations teachers in the plan. Subdivisions for secondary and post-secondary experience and education requirements were:

> Secondary
>
> (Experience) . . . three (3) years of recent, successful work experience in the occupational field to which the training is related . . . .
> (Education) shall have appropriate licensure, or national certification in the related allied health profession, and shall have a valid teaching certificate.
>
> Post-Secondary
>
> Teachers of Nursing Practice—
> (Experience) shall have three (3) years of recent professional nursing experience . . . .
> (Education) shall be a graduate of an accredited school of professional nursing, and shall have a Baccalaureate Degree in Nursing. Shall be a registered nurse in Colorado (Colorado State Plan for Vocational Education, Part I, 1974-75, p. 24-5).

> Teachers of Other Allied Health Occupations—(Experience) shall have had three (3) years of recent successful experience in the occupational field to which the training is related . . . .
> (Education) shall have had a background of education adequate to carry out objectives of the course . . . and meet the minimum standards of licensure or certification . . . (Colorado State Plan, Part I, 1974-75, p. 26).

Credential renewal requirements for all vocational teachers including health occupations specified in the state plan were:

> must complete 9 quarter credit hours in each five-year credential period in courses approved by the state board. The 9 quarter credit hours may be acquired as follows: (a) approved college or university courses, (b) a maximum of 6 quarter hours of the required 9 may be earned in either (c) or (d) below, or a combination of the two, (c) approved work experience, (d) attendance at approved seminars or wrokshops, including annual vocational workshop . . . (Colorado State Plan, Part I, 1974-75, p. 42).

In the Georgia state plan, teacher qualifications are determined by the Department of Education for teacher certification. This plan gave a general description of competency requirement procedures.

> Competency requirements for trade teachers are established by the Office of Adult and Vocational Education . . . . Competency tests in occupational areas are currently being administered to trade and technical teachers at the University of Georgia for the purpose of awarding college credit and prescribing further work in the occupation. The possibility of using the competencies as a basis for certification of trade and technical teachers is being considered (Georgia State Plan for Vocational Education, Part I, 1974, p. 10).

The Idaho State Plan for Vocational Education had several categories and types of vocational certificates issued to teachers in gainful occupations. All vocational teachers except trade and industrial and technical teachers were required to have a minimum of a bachelor's degree. Trade teachers were required to have

> a minimun of 32 approved semester credit hours . . . including each of the following professional trade and industrial technical education courses: Coordination Techniques, Evaluation in Vocational Education, Occupational and Job Analysis, and Principles of Vocational Education . . . (Part I, 1974, Appendix P, p. 127).

Holders of interim, standard, and advanced certificates had various educational and work experience requirements which ranged from a bachelor's degree downward to requiring a person to have only four (4) years of occupational experience to teach in new programs. The interim certificate was issued for one (1) year, the standard certificate for three (3) years, and the advanced certificate for five (5) years. The Type "A" interim, standard, or advanced certificate was issued to teachers of full time preparatory programs. Upon expiration of the third interim certificate, teachers were then required to meet the requirements for the standard vocational specialist certificate. The state plan also listed the courses that teachers must take to obtain either type of certificate.

In the Kentucky state plan, vocational teachers generally were required to have a bachelor's degree with approved courses in vocational education. A minimum of one year or 2000 hours of work experience was also required. This required work experience could be met by having completed a supervised preservice teacher education program. Exceptions to the preceding requirements were given for health occupations teachers. These teachers were required to be high school graduates; to be a graduate from an approved vocational program; and to have at least three (3) years work experience in a related occupation. One year of the required work experience could be substituted by acquiring one year of additional education beyond the high school level in "an approved post-secondary school." Other specific requirements for health occupations teachers were:

> The qualifications for an instructor of health occupations shall be as high as those required by State and National Boards and associations that license, certify, or approve the graduates of vocational programs. He shall hold the Kentucky certificate designated for this position (Kentucky State Plan for the Administration of Vocational Education, Part I, 1972, p. 20).

The Louisiana state plan specified qualifications for health occupations teachers at the secondary and post-secondary levels in programs for practical nursing, nurse aide, and for other health fields. Teachers in the nursing programs at both the secondary and post-secondary levels were required to be registered professional nurses, currently licensed to practice nursing in Louisiana, and to have had two (2) years work experience in a clinical agency or field. Teachers of other health occupations programs were required to hold a state license or national certificate as required by the occupation and to have three (3) years work experience in the teaching area. A vocational-technical teaching certificate was required for all health occupations teachers at both the secondary and post-secondary level. Professional hours required did not apply to teachers who had a baccalaureate degree in education. Reference was made to the Appendix, which was not made a part of the state plan, regarding academic course requirements to be met to obtain the vocational technical certificate (Louisiana State Plan for the Administration of Vocational Education, Part I, 1973).

The Massachusetts state plan stated that instructors in practical nursing programs were required to have a Baccalaureate Degree in Nursing with at least six (6) years experience either in nursing or teaching in nursing programs. They must also be currently licensed to practice nursing in Massachusetts. Teachers in other health occupations programs were also required to hold a bachelor's degree with six (6) years work experience in the teaching specialty area. The degree requirement for these teachers could be waived in an emergency based on a decision by the "Committee on Eligibility." The required six (6) years of work experience for all health occupations teachers could be decreased based upon the number of years spent in an accredited school. The preceding qualifications and requirements were not specified as to secondary or post-secondary levels (Massachusetts State Plan for Vocational Education, Part I, 1972).

The Minnesota state plan gave specific qualifications and certification requirements for secondary and post-secondary vocational teachers. These were further subdivided into requirements for each service area. Requirements for secondary health occupations teachers were as follows:

> (a) vocational education services-related degree, plus 3000 hours of recent, relevant occupational experience in a health-related field; or (b) non-education health-related degree plus Vocational Teacher Education Sequence and 3000 hours of recent, relevant occupational experience; or (c) 2 or 3 years health-related technical post-secondary program plus Vocational Teacher Education Sequence and 6000 hours of recent, relevant occupational experience (Minnesota State Plan for the Administration of Vocational Education, Part I, 1974, p. 45).

Requirements for post-secondary health occupations te

> certification or registration by appropriate acc governing board; three (3) years or 6000 hours o relevant occupational experience, special course of Vocational Education, Vocational Teacher Educ (Minnesota State Plan, Part I, 1974, p. 48).

In the general provisions of this state plan, persons qualifications were issued a teaching certificate for Annual renewal was required until the specified compe year certificate was met. To meet the requirements f certificate, twenty-four (24) clock hours of vocation techniques must be taken. Twenty-four (24) additiona vocational teaching techniques must be obtained for e To obtain the five-year certificate, "a minimum of 19 approved vocational teacher education or a degree in vocational field, including a course in Philosophy of Education, shall be accomplished" (Minnesota State Pl p. 10). To renew the five year vocational certificat of updating activities were required. Several option given, one of which was to equate eight (8) hours of experience for one (1) hour of course work in the are (Minnesota State Plan for Vocational Education, 1974)

According to the North Dakota state plan, qualif occupations teachers vary with the type of occupation Teachers in nursing programs, without any coordinatir must have had staff nursing experience in a general h registered professional nurse. They must have gradu accredited nursing school and be currently licensed as a professional nurse. Teachers of other health occupations programs must have had work experience beyond the normal learning period in the area to be taught. It was preferred that instructional personnel with coordinating responsibilities in nursing programs have had teaching experience as well as coorination and administration experience in nursing education. These persons should have had not less than sixteen (16) quarter hours in approved vocational teacher education. "They shall be a graduate of an accredited school of nursing . . . and shall be a currently licensed professional nurse" (North Dakota State Plan for Vocational Education, Part I, 1974, p. 21). Other educational preparation for all health occupations teachers was the same as that for trade and industrial teachers as follows:

> . . . shall be at least a high school graduate or have satisfactorily passed the high school equivalency examination; . . . completed twelve (12) clock hours of approved preservice industrial teacher education; . . . obtain not less than three (3) quarter hours of approved credit per year until a total of 21 quarter hours of approved industrial teacher education courses have been obtained . . . within a five-year period (North Dakota State Plan, Part I, 1974, p. 18-19).

No mention of the type of certificate was found for trade and industrial or health occupations teachers in this state plan.

In the South Carolina state plan, it was stated that certification requirements for vocational teachers were determined by the certification system and approved by the state board of education. The qualifications listed for health occupations teachers were:

> (a) shall be currently licensed . . . in South Carolina as a Registered Nurse.
> (b) shall obtain a teaching certificate in the health occupations field.
> (c) shall possess work experience in the health occupations field.
> (d) shall complete a course in Methods of Teaching during the first year of teaching.
> (e) shall meet all state requirements.
> (South Carolina State Plan for the Administration of Vocational Education, Part I, 1974, p. 12).

In the Texas state plan, qualifications for secondary and post-secondary health occupations teachers were enumerated. Teachers in the Associate Degree in Nursing programs were required to be currently licensed to practice professional nursing in Texas. A minimum of a baccalaureate degree either in nursing or a related science was required. These teachers should also be enrolled in graduate study. Professional nursing experience was required to have been recent and varied with a demonstration of competency in nursing practice. Program directors in the Associate Degree in Nursing programs were required to have a master's degree. Vocational nursing teachers were required to be currently licensed to practice professional nursing in Texas and hold a valid teaching certificate. They should have had a minimum of two years recent work experience. They were required to be enrolled in continuing education and complete teacher education courses specified by the Texas Education Agency. Other allied health occupations teachers were required to be licensed or certified by the state or national agency as required by the occupation and hold a valid teaching certificate. A minimum of two (2) years of recent work experience in the occupation to be taught was required. Secondary health occupations teacher-coordinators were required to have a bachelor's degree or have demonstrated competencies in teaching and coordinating student learning activities. They were required to hold a license or certificate in one or more health professions and have a valid teaching certificate. These teacher-coordinators were required to have a minimum of two (2) years work experience in a hospital or health agency and "possess a basic understanding of the functions of all health workers and interrelationships of health services and agencies" (Texas State Plan for Vocational Education, Part I, 1973, p. 22).

In the Utah state plan, it was stated that public school instructional personnel "shall hold valid certificates in the vocational fields of their specialties issued by the state board" (Utah State Plan for Vocational Education, Part I, 1975, p. 12). Specific information on vocational certification requirements was given in Appendix B of the plan. The three (3) types of certificates issued were a vocational certificate, a basic professional certificate, and a professional certificate. Requirements for the vocational certificate, issued for two (2) years, were high school graduation and six (6) years of work experience as an apprentice and/or journeyman. Requirements for the basic professional certificate, issued for five (5) years, was a bachelor's degree and either one (1) or two (2) years work experience depending on the type of degree. Requirements for the professional certificate, issued for five (5) years, was a master's degree and three (3) years of successful teaching experience. Renewal requirements for each of the preceding types of certificates had several variations. Course requirements for renewal ranged from nine (9) quarter hours to eighteen (18) quarter hours of approved credit. Equivalency credit for work experience could be earned. A list of suggested teacher education courses from which teachers could choose were included in the state plan. Health occupations teachers also had to meet the following requirements. Secondary teachers must be registered professional nurses, currently licensed to practice nursing in Utah, and have had three (3) years of nursing experience, or have a teaching certificate in biological science. If the teacher is a non-nurse, then a registered nurse had to be used as a consultant in the program.

Post-secondary practical nursing instructors must be a registered professional nurse currently licensed in Utah; have a bachelor's degree and two (2) years of nursing experience. Teachers of other health occupations at the post-secondary level must be licensed or certified in his occupational area if such is required to practice. They must have had three (3) years of work experience in their health field (Utah State Plan for the Administration of Vocational Education, Part I, and Appendix B, 1975).

In the Washington state plan, it was pointed out that the superintendent of public instruction and the state board of community college education collaborated in developing "Requirements and Implementing Procedures" which becomes a part of the Washington Administrative Code. The minimum standards for teaching personnel were based on these procedures. General references on work experience required was that it should be recent and of a minimum "Amount of time normally required for beginning students to learn the occupation, or one year, whichever is greater" (Washington State Plan for Vocational Educa Part I, 1973, p. 15). Teaching competencies must have demonstrate Specific methods to meet this requirement were to be found in the "Requirements and Implementing Procedures." The plan further state some of the methods by which these requirements could be met were:

> professional vocational teaching methods courses taken, teaching experience, appropriate supervisory experience, degrees received, teaching internships, or a combination of these (Washington State Plan, Part I, 1973, p. 16).

The Wisconsin state plan stated that post-secondary teachers coul only teach in areas for which they were certified. Certification requirements were given for secondary teachers of vocational business and office, trades and industry and distributive education. Teachers in these service areas may be issued a three year nonrenewable license. The plan incorporated other certification requirements which included:

> (b) Certification designated business and office—vocational and trades and industry—vocational requires completion of occupational experience totaling 2,000 hours during the 10-year period preceding the effective date of certification. Up to two-fifth of the occupational experience may be secured in appropriate technical subjects or workshope, one semester hour counting as 95 clock hours of occupational experience and one clock hour of approved workshop experience counting up to three clock hours of occupational experience. . . (Wisconsin State Plan for Vocational Education, Part I, p. 11).

The following state plans for vocational education were reviewed. These plans had little or no information on teacher qualifications or certification requirements.

In the Arizona State Plan for Vocational Education (1973-74), there was only the following general statement regarding teacher certification.

> Minimun qualifications for teachers of vocational subjects shall be: a valid Arizona or occupational certificate authorizing the holder to teach vocational subject or subjects (Part I, p. 33).

Reference was made to appendix III on teacher certification which was not a part of the available state plan.

In the Delaware State Plan for Vocational Education (1974-75), it was stated that a minimum of two years work experience was required for teachers. The plan further pointed out that "in certain programs work experience in the area to be taught may be accepted in lieu of a formal degree" (Part I, pp. 12-13).

The Florida State Plan for the Administration of Vocational Education (1974) contained the following statements. The instructional personnel "shall meet the qualifications established for these positions in the 'Florida Requirements for Teacher Certification'" and encouraged teacher educators "to use performance-based guidelines . . . in preservice and inservice . . . for vocational teachers" (Part I, p. 8).

The Illinois state plan referred to another Illinois publication, Minimum Requirements for State Certificate, for certification requirements for teachers. Qualifications for teachers, as stated in the state plan, were to be "appropriate for the particular instructional assignment" (Illinois State Plan for the Administration of Vocational and Technical Education, Part I, 1974, p. 9).

The Indiana State Plan for Vocational Education (1975) specified minimum qualifications for instructional personnel in the appendix which was not made a part of the state plan. Teachers in post-secondary programs were required to have had three (3) years of occupational experience. The plan further stated that teachers of post-secondary and adult vocational education programs "shall meet the certification or other professional standards established by their school board. . ." (Part I, p. 5).

According to the Michigan state plan, secondary teachers must have a baccalaureate degree, hold a valid teaching certificate, and have a state license in their specialty field, if required. They shall have had either two (2) years of work experience in the appropriate teaching area or have an approved, supervised occupational experience program. If the teacher does not meet the preceding criteria, a competency evaluation may be made by the department of education. Teachers of supplementary classes and preparatory programs were also required to hold a license or certificate in their specialty field. More detailed information was not provided in this state plan (Michigan State Plan for Vocational Education, Part I, 1974-75).

In the Nevada state plan, the only specific references made to teacher certification requirements was that credit could be given toward certification in exchange for planned work experience programs. It was further stated that,

> it was the policy of the state board to recognize work exchange and career ladder programs in lieu of professional and technical teacher skill competencies (Nevada State Plan, Vocational Education, Part I, 1974, p. 31).

Only Part II of the New York state plan was available for review. No qualifications or certification requirements were listed.

The North Carolina State Plan for Occupational Education (1975) contained the following statement on qualifications for secondary and post-secondary teachers of Industrial Arts, Occupational, and Technical Education.

> Shall have acquired competence to teach the course(s) or perform the instructional activities to which assigned through formal education and/or work experience. Instructional personnel in elementary and secondary schools shall also meet certification standards prescribed by the State Board (Part I, p. 25).

A review of Ohio State Plan for the Administration of Vocational Education was accomplished. Nothing was found on teacher qualifications or certification requirements for any vocational teachers.

The Pennsylvania state plan referred to the appendix for instructional personnel qualifications. The appendix was not made a part of this state plan (Pennsylvania State Plan, Vocational Technical Education Programs, Parts I and II, 1975).

Summary

The main purpose for the review of literature and research was to establish a foundation for determining the status of certification requirements for Tennessee health occupations teachers. There was the need to know what existed nationwide before evaluating Tennessee requirements.

Findings indicated shortages of qualified teachers and major concern on the part of many educators regarding certification requirements. Trends and developments on the national scene indicated that emphasis was being placed on strengthening teacher education programs and revising certification requirements as a state responsibility. The focus of attention in these two areas appeared to be a result of the Vocational Amendments of 1968 which provided for the expansion of vocational programs and training of teachers. Other trends noted were the use of competency-based education and performance-based certification. Some states were using competency examinations to grant academic course credit and/or to determine teaching proficiencies for vocational teachers.

Teacher education, certification, and qualifications were generally discussed in relation, one with the other. There was a diversity in these teacher requirements among the various states. Some states issued many types and several categories of certificates. Generally, trade and industrial and health occupations teachers were required to meet a different set of criteria than those for other vocational teachers. Since trade and industrial and health occupations teachers are recruited from their occupational specialty field, emphasis was placed on work experience rather than academic achievement for initial certification.

Research studies which used the questionnaire survey method provided more detailed information for academic, work experience, and qualification requirements for teachers. Specific qualifications, education, and certification requirements were given to some degree in about one-half of the state plans for vocational education. In the majority of literature reviewed, health occupations teacher requirements were not mentioned or were grouped with trade and industrial teacher requirements.

Approximately 9 percent of the state plans for vocational education provided detailed information on qualifications and education requirements for health occupations teachers at the secondary and post-secondary levels. Based on a search of literature and research studies, information was not found which gave certification requirements for health occupations teachers for all of the United States and the District of Columbia.

The following chapter provides the methodology used in obtaining certification requirements for health occupations nationwide. The remaining two chapters includes an analysis of the data, summary, conclusions and recommendations.

CHAPTER III

METHODOLOGY

With the implementation of the Comprehensive Vocational Act of 1973 which created an expansion of vocational education programs at the secondary level in Tennessee, there was a need to evaluate the current status of certification requirements for health occupations teachers. In order to determine if certification requirements for Tennessee health occupations were comparable with requirements nationwide, several sequential steps were necessary.

The first step was to develop the rationale and objectives for the study. It was determined that recommendations for certification requirements for Tennessee health occupations teachers would be based upon findings resulting from this study. Next, a review of available related literature and similar research studies dealing with teacher certification generally, certification of trade teachers, and certification of health occupations teachers was accomplished.

A questionnaire was then developed. An attempt was made to replicate instruments and used previously in research studies with adaptations made to meet the needs of this study. A list of suggested certification requirements for beginning teachers at the secondary and post-secondary levels in health occupations programs included: (1) academic experience requirements for practical nursing instructors; (2) academic experience requirements for all other health occupations instructors; (3)

occupational experience requirements; and (4) initial certification requirements.

In constructing the questionnaire, questions were developed related to: educational level attained; required licensure in the occupational area; teaching certificate required; length of time the certificate was valid; preservice orientation to teaching; and general and professional teacher education courses required.

The questions were coded so that respondents could circle a letter and/or check an item which indicated their appropriate response. Additional space was provided on the instrument in other categories for comments or explanations by the respondent. The second part of the questionnaire provided an opportunity for the respondents to describe their certification renewal requirements and any other comments related to certification of health occupations instructors they cared to make. A separate page was provided at the end of the questionnaire which listed several other health occupations besides practical nursing. Respondents were asked to check if they had these programs either at the secondary or post-secondary level in their state. The purpose of this was to identify other categories of training programs offered by the various states. Also on this page, the respondents were thanked for their cooperation in completing the questionnaire. They could indicate their desire to receive a summary of findings of the study by giving their name and address in the space provided.

The rough draft of the questionnaire was submitted to persons knowledgeable in teacher qualifications and certification requirements.

Refinements and revisions were made according to suggestions and recommendations by teacher educators in the Industrial Education Department at The University of Tennessee and by selected vocational staff members of the Tennessee State Department of Education.

After revision of the questionnaire, a pilot test was conducted to check for clarity of the instrument. Persons selected to participate in the field test were supervisors of health occupations education and certain vocational education state staff members in Tennessee. The final draft of the instrument was then completed (See Appendix A).

The questionnaire was mailed to state officials responsible for supervision of health occupations education in all fifty (50) states and the District of Columbia and to teacher educators in the five (5) states having health occupations teacher education programs. States having teacher educators for health occupations teachers were: Georgia, Illinois, Iowa, New Mexico, and Oklahoma.

A cover letter accompanied the questionnaire. The letter explained the purpose of the survey and an appeal made to respond within thirty (30) days (See Appendix B). A stamped, self-addressed envelope was enclosed with each letter.

On March 25, 1975, the preceding named officials were mailed the cover letter, questionnaire, and stamped, self-addressed envelope to be returned by April 25, 1975. Thirty-eight (38) of the fifty-one (51) states or 75 percent responded within the time limit specified. The failure of two states to return the questionnaire was due to position vacancies of state officials for health occupations education. A letter was received from the Director of the Bureau of Vocational Education from one of these two states explaining that the questionnaire would be returned when the vacant position was filled. This questionnaire was returned on June 5, 1975.

On May 5, 1975, a second letter was mailed as a reminder of importance to the nonrespondents (See Appendix C). This letter was also accompanied with the questionnaire and a stamped self-addressed envelope and was mailed to thirteen (13) states. Questionnaires were returned from eleven (11) states for an 85 percent response to the reminder notice. Only three (3) state officials failed to respond to either mailing. These states were New Hampshire, Rhode Island, and Iowa. The response from the teacher educator was used for Iowa.

Tabulation of final totals on those returning the questionnaires were forty-nine (49) of the fifty-one (51) states including the District of Columbia for a 96 percent response.

Returned questionnaires were date stamped and filed alphabetically according to states in a loose-leaf notebook. The directory of state officials used for the mailing list was marked with a check (✓) and dated as each questionnaire was returned from the respondent.

Results of the questionnaire were tabulated by states according to minimum state requirements for beginning teachers at the secondary and post-secondary levels for practical nursing instructors and for all other health occupations instructors. The tabulations were divided into categories of academic experience requirements, occupational work experience requirements, and initial certification requirements.

Summary

The purpose of this chapter was to develop a plan whereby the status of certification requirements for Tennessee health occupations instructors could be compared with certification requirements of health occupations instructors in the other states and the District of Columbia.

A mailed questionnaire was determined to be the only feasible method to use for contacting persons located in such a wide geographical area. The construction of the questionnaire involved many critical decisions regarding the ease of instrument completion by the respondents and pertinent questions to be asked in order to obtain the desired information.

More than the customary amount of time was allocated for return responses to the questionnaire because of pressing responsibilities held by these key officials.

Findings of the survey were tabulated according to states and the minimum state requirements for beginning teachers of practical nursing and of other health occupations at both the seocndary and post-secondary levels.

The following chapters include an analysis of data obtained, summary, conclusions, and recommendations.

CHAPTER IV

ANALYSIS OF DATA

With the rapid expansion of health occupations education programs at both the secondary and post-secondary levels, it was deemed appropriate to obtain certification requirements for health occupations teachers nationwide. This information was needed to provide a basis for evaluating Tennessee certification requirements for health occupations teachers.

A mailed questionnaire was the method selected to obtain information on certification requirements for health occupations teachers nationwide. The questionnaire contained two main sections. Each section was subdivided into pertinent categories.

The first section dealt with: minimum basic academic requirements for beginning teachers for practical nursing programs and teachers of all other health occupations programs at the seocndary and post-secondary level; work experience requirements for beginning teachers for all secondary and post-secondary health occupations programs; and initial certification requirements for all health occupations teachers.

The second section dealt with certification renewal requirements for all health occupations teachers. The respondents were asked to briefly describe their renewal requirements for teachers at both the secondary and post-secondary levels. Space was provided for additional comments related to teacher certification. A check list was also provided at the end of the questionnaire to obtain data on the types of health occupations programs other than practical nursing being offered at the secondary and post-secondary level.

The following data were obtained from forty-nine (49) of the fifty-one (51) states for a 96 percent response. The District of Columbia was counted as a state in the tabulations.

Data in Table I provide a summary of findings on the minimum academic requirements for beginning teachers of practical nursing at the secondary level, post-secondary level, or both levels nationwide.

TABLE I

SUMMARY OF MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY PRACTICAL NURSING PROGRAMS

Requirements Minimum Level of Education	S	PS	B	X	Total Responses	Percent Responding
Associate Degree in Nursing	3	6	20	1	30	60
Diploma School of Nursing	1	1	7	0	9	18
Baccalaureate Degree in Nursing	1	6	0	2	9	18
Baccalaureate Degree (other)	0	0	1	0	1	2
Baccalaureate Degree(either type)	0	1	0	0	1	2
Totals	5	14	28	3	50	100

Legend: S = Secondary PS = Post-Secondary B = Both X = Did not specify

Space

There were fifty (50) responses to the minimum academic requirements for beginning teachers of practical nursing at the secondary and post-secondary levels. Thirty (30) respondents or 60 percent required an Associate Degree in Nursing for these teachers at the secondary level, post-secondary level, or both levels. Nine respondents or 18 percent required the beginning teachers to be a diploma school of nursing graduate to teach at either the secondary level, post-secondary level, or both levels. Nine states required the minimum of a Baccalaureate Degree in Nursing, but six of the nine states required this degree for teachers of practical nursing at the post-secondary level. One state required a baccalaureate degree at both the secondary and post-secondary level, but it did not have to be a Baccalaureate Degree in Nursing. One state required either a Baccalaureate Degree in Nursing or in another field for practical nursing teachers at the post-secondary level.

Three of the fifty (50) responses showed different minimum academic requirements for teachers of practical nursing at the secondary level than those required for these teachers at the post-secondary level. Two of these three required a minimum of an Associate Degree in Nursing for teachers in secondary programs with the minimum of a Baccalaureate Degree in Nursing for practical nursing teachers at the post-secondary level. One state required teachers in secondary practical nursing programs to be diploma school of nursing graduates. This state required the teachers in post-secondary programs to have a Baccalaureate Degree in Nursing.

One state reported that the minimum of a Baccalaureate Degree in Nursing was being increased to a Master's Degree in Nursing for practical nursing teachers. Three states reported using licensed practical nurses as teacher aides in either the classroom laboratory or the clinical setting in practical nursing programs. These states were Missouri, South Dakaota, and Tennessee.

Of the forty-six (46) states responding to minimum academic requirements for beginning teachers of practical nursing programs, forty-five (45) states or 98 percent required these teachers at the post-secondary level to be registered professional nurses currently licensed by the state to practice their profession. Thirty-four (34) states or 74 percent required these teachers at the secondary level to be registered professional nurses currently licensed by the state to practice professional nursing. (See Appendix D for state-by state tabulation).

Data in Table II provide a summary of findings on the minimum academic requirements for beginning teachers of health occupations programs other than practical nursing at the secondary level nationwide.

TABLE II

SUMMARY OF MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS PROGRAMS OTHER THAN PRACTICAL NURSING AT THE SECONDARY LEVEL

Requirements	Number of States	Percentage of States Responding
High School Graduate	0	0
High School Graduate plus Professional Training	28	64
Associate Degree	9	20
Baccalaureate Degree	7	16
Master's Degree	0	0
Totals	44	100

Forty-four (44) states responded to the minimum academic requirements for beginning teachers of health occupations programs other than practical nursing at the secondary level. Twenty-eight (28) states or 64 percent responded that beginning teachers of health occupations programs (other than practical nursing) at the secondary level were required to be high school graduates plus have professional training in the occupational area assigned to teach. Nine states or 20 percent required these teachers to have a minimum of an associate degree. Seven states or 16 percent required the minimum of a baccalaureate degree. (See Appendix E for state-by-state tabulation).

Data in Table III provide a summary of findings on minimum academic requirements for beginning teachers of health occupations programs (other than practical nursing) at the post-secondary level nationwide.

TABLE III

SUMMARY OF MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS PROGRAMS OTHER THAN PRACTICAL NURSING AT THE POST-SECONDARY LEVEL

Requirements	Number of States	Percentage of States Responding
High School Graduate	0	0
High School Graduate plus Professional Training	25	58
Associate Degree	8	19
Baccalaureate Degree	10	23
Master's Degree	0	0
Totals	43	100

Twenty-five (25) of the forty-three (43) states or 58 percent responded that beginning teachers of health occupations programs other than practical nursing at the post-secondary level were required to be high school graduates and have professional training in the occupational area assigned to teach. Eight states or 19 percent required a minimum of an associate degree for these teachers, and ten states or 23 percent required a baccalaureate degree.

There were some deviations from these general requirements, however. For example, Arizona required beginning teachers of health occupations programs other than practical nursing at both the secondary and post-secondary level to have completed 30 semester hours toward a baccalaureate degree. Iowa required teachers of occupational therapy assistants to have a baccalaureate degree. Tennessee required teachers of certified laboratory assistants to possess a baccalaureate degree. Maine required teachers of health occupations at the secondary level to be enrolled in a degree program. Wisconsin required teachers at both the secondary and post-secondary levels to meet requirements of the American Medical Association and the American Dietetic Association. New York had three options: (1) high school graduate plus professional training in the occupation; (2) an associate degree in the health specialty; or (3) a baccalaureate degree in the health specialty or in health occupations education.

Forty-eight (48) states required beginning teachers of health occupations programs other than practical nursing at the secondary level and post-secondary level to be licensed or certified by the state or appropriate agency to practice their profession. Forty-four (44) of the forty-eight (48) states responding required that these teachers at the secondary level be licensed or certified. Forty-three (43) of the forty-eight (48) states responding required that these teachers of post-secondary programs be licensed or certified. Two states required licensure by the state or appropriate agency, but did not specify whether this requirement applied to secondary or post-secondary levels. (See Appendix E for state-by-state tabulation).

Data in Table IV provide a summary of findings on minimum work experience requirements for beginning teachers of health occupations programs at the secondary and post-secondary levels nationwide.

TABLE IV

SUMMARY OF MINIMUM WORK EXPERIENCE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

Required Number of Years Experience	Number of States	Percentage of States Responding
1	5	11
2	20	43
3	18	38
4	1	2
5	1	2
6	2	4
Totals	47	100

$\tilde{X}$ = 2.6 years Mode = 2 years

Forty-seven (47) states responded to the minimum number of years of work experience required for health occupations teachers prior to beginning teaching at the secondary and post-secondary levels. The years of occupational experience required ranged from one to six with the mean being 2.6 years. Twenty (20) states or 43 percent required a minimum of two years of recent work experience. Eighteen (18) states or 38 percent required a minimum of three years. Five states (11 percent) required a minimum of one year. Two states (4 percent) required a minimum of six years. The other two states required four years and five years, respectively, of recent work experience. (See Appendix F for state-by-state tabulation.)

Eighteen (18) of the states which had work experience requirements allowed this requirement to be met by substituting directed work experiences from an approved teacher education institution. Comments by respondents regarding this directed work experience substitution may be found in Appendix G.

The following data provide a summary of findings on initial certification requirements for beginning teachers of health occupations programs at the secondary level, post-secondary level, or both levels.

Data in Table V provide a summary of findings nationwide for health occupations teachers required to possess a teaching certificate issued by the state.

TABLE V

STATE ISSUED TEACHER'S CERTIFICATE REQUIRED FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS AT THE SECONDARY AND POST-SECONDARY LEVELS

Requirements	Number of States	Percentage of States Responding
Secondary Only	17	38
Post-Secondary Only	2	4
Both Secondary and Post-Secondary	23	50
Required, but Level Not Indicated	2	4
Not Required	2	4
Totals	46	100

Forty-six (46) states responded to the question concerned with the issuance of a state teachers' certificate for secondary teachers, post-secondary teachers, or both. Twenty-three (23) states or 50 percent required the certificate for teachers at both secondary and post-secondary levels. Seventeen (17) states or 38 percent required the certificate for secondary teachers only. Two states or 4 percent required the certificate for post-secondary teachers only. Finally, two states (4 percent) required the certificate, but did not specify the level while two others (4 percent) did not require a teachers' certificate at all. (See Appendix H for state-by-state tabulation.)

Data in Table VI provide a summary of findings on state requirements for preservice orientation for beginning teachers of health occupations programs.

TABLE VI

PRESERVICE TEACHER ORIENTATION REQUIREMENTS FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS AT THE SECONDARY AND POST-SECONDARY LEVELS

Requirements	Number of States	Percentage of States Responding
Secondary Only	11	32
Post-Secondary Only	2	6
Both Secondary and Post-Secondary	15	44
Not Required	6	18
Totals	34	100

Of the thirty-four (34) states responding, fifteen (15) states or 44 percent required preservice orientation for beginning teachers at both the secondary and post-secondary levels. Eleven (11) states or 32 percent required the preservice orientation for secondary teachers only. Two states (6 percent) required the preservice for post-secondary teachers only. Six states (18 percent) did not require preservice orientation for any health occupations teachers. (See Appendix H for state-by-state tabulation.)

Data in Table VII provide a summary of findings regarding the length of time the initial certification is granted to beginning teachers of health occupations at the secondary and post-secondary levels nationwide.

TABLE VII

LENGTH OF TIME INITIAL CERTIFICATION GRANTED TO BEGINNING TEACHERS OF HEALTH OCCUPATIONS AT THE SECONDARY AND POST-SECONDARY LEVELS

Years	Number of States	Percentage of States Responding
1	21	48
2	5	11
3	4	9
4	0	0
5	10	23
6	3	7
7	0	0
8	1	2
Totals	44	100

$\tilde{X}$ = 2.7 years Mode = 1 year

Of the forty-four (44) states responding to the length of time for which initial certification was granted to beginning health occupations teachers, the time ranged from one to eight years with a mean of 2.7 years. Twenty-one (21) states or 48 percent granted initial certification for one year. Five states (11 percent) granted initial certification for two years. Four states (9 percent) granted initial certification for three years. Ten states or 23 percent granted initial certification for five years. Three states (7 percent) granted initial certification for six years. Only one state (2 percent) granted initial certification for eight years. Response from one state indicated that initial certification for beginning teachers of health occupations was granted for an "indefinite time." (See Appendix H for state-by-state tabulation.)

Data on Table VIII provide a summary of findings on the perceived adequacy of certification requirements for teachers of health occupations programs at the secondary and post-secondary levels nationwide.

TABLE VIII

PERCEIVED ADEQUACY OF CERTIFICATION REQUIREMENTS FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS PROGRAMS AT THE SECONDARY AND POST-SECONDARY LEVELS

Perceived Status	Number of States	Percentage of States Responding
Adequate	33	77
Inadequate	10	23
Totals	43	100

Forty-three (43) states responded to adequacy of certification requirements for beginning teachers of health occupations programs at the secondary and post-secondary levels. Thirty-three (33) states or 77 percent perceived their present certification requirements as being adequate. However, ten states or 23 percent perceived their certification requirements to be inadequate. (See Appendix H for state-by-state tabulation.)

Respondents who perceived their initial certification requirements as being inadequate were asked to suggest what recommendations they would make for improving these requirements. While it was difficult to group respondents recommendations, their concerns seemsd to be directed toward the following:

1. A need for developing the teachers' pedagogical competencies particularly prior to their entering the classroom.

2. A desire to see teacher preparation programs utilize a competency-based approach.

3. A need to enforce existing state certification requirements.

4. A need for more planning regarding individual teachers professional development needs.

(See Appendix I for comments made.)

Data in Table IX provide a summary of findings for professional education courses required per unit of time for initial certification of health occupations teachers.

TABLE IX

PROFESSIONAL EDUCATION COURSE REQUIREMENTS FOR INITIAL CERTIFICATION OF HEALTH OCCUPATIONS TEACHERS AT THE SECONDARY AND POST-SECONDARY LEVELS

Years	Percentage of States Responding		
	Semester Hours 1-10	Semester Hours 11-20	Semester Hours 21-30
1	25	9	0
2	9	9	0
3	3	9	0
4	3	0	0
5	7	14	3
6	0	3	0
7	0	0	0
8	0	3	3
Totals	47	47	6

$\tilde{X}$ = 12 semester hours/3.1 years

Quarter hours were converted to semester hours to provide a common denomination in tabulating responses on the professional education credit hours required by reporting states. The national mean was twelve (12) semester hours with 3.1 years to meet requirements for initial certification of health occupations teachers. (See Appendix J for state-by-state tabulation.)

Another concern was with the availability of occupational competency examinations and how they might be used for certification purposes. Data in Table X provide a summary of findings on the availability of occupational competency examinations for beginning health occupations teachers nationwide.

TABLE X

AVAILABILITY OF OCCUPATIONAL COMPETENCY EXAMINATIONS ADMINISTERED BY AN EDUCATIONAL AGENCY FOR BEGINNING TEACHERS OF HEALTH OCCUPATIONS AT THE SECONDARY AND POST-SECONDARY LEVELS

Examinations		Number of States	Percentage of States Responding
Available		10	38
Not Available		16	62
	Totals	26	100

Twenty-six (26) states responded to the availability of occupational competency examinations administered by the state department of education or by another educational agency for beginning teachers of health occupations at the secondary and post-secondary levels. Ten states (38 percent) responded that competency examinations were available; whereas, sixteen (16) states or 62 percent indicated they were not available.

Three of the ten states required the occupational competency examination as a prerequisite for the certification of beginning health occupations teachers. These states were North Carolina, South Dakota, and Utah. Two of these states, North Carolina and Utah, required the competency examination for certification of health occupations teachers at the secondary level only while South Dakota required it for both secondary and post-secondary teachers. (See Appendix K for state-by-state tabulation.)

Data in Table XI provide a summary of findings on state or national examinations administered by the Health Profession to be used in lieu of an educational agency competency examination for the purpose of certifying beginning health occupations teachers at the secondary and post-secondary levels nationwide.

TABLE XI

STATE OR NATIONAL EXAMINATIONS BY THE HEALTH PROFESSION USED IN LIEU OF EDUCATIONAL AGENCY COMPETENCY EXAMINATION FOR CERTIFICATION OF BEGINNING HEALTH OCCUPATIONS TEACHERS

Examinations Allowed	Number of States	Percentage of States Responding
Yes	12	35
No	22	65
Totals	34	100

Twelve (12) states or 35 percent indicated that the state or national examinations by the Health Profession could be used in lieu of the educational agency examination. However, twenty-two (22) states or 65 percent indicated that the substitution could not be made. (See Appendix K for state-by-state tabulation.)

Part II of the questionnaire dealt with Minimum State Requirements for Renewal of Teacher Certification. Respondents were asked to briefly describe their renewal certification requirements for secondary and post-secondary health occupations teachers. Space was provided for other comments they cared to make relating to certification requirements of health occupations teachers.

Forty (40) states of 78 percent responded by comments and/or attached copies of state certification renewal requirements. There was a diversity in the number of educational credit hours required for certification renewal among the states. Also, other different requirements created difficulty for the researcher in grouping responses. However, comments relating to renewal requirements appeared to be in the following categories:

1. Most states have some minimal teacher education course requirements for renewal of the teaching certificate.
2. Several states required proof of successful teaching experience in addition to the education courses required as a condition for certification renewal.
3. A few states required teachers to attend workshops, seminars, and/or institutes as well as to obtain additional occupational experience in the area assigned to teach for the purposes of certification renewal.

These statements on certification renewal requirements and other comments provided by respondents may be found in Appendix L.

Data in Table XII provide a summary of all other health occupations programs (other than practical nursing) offered at the secondary and post-secondary levels nationwide.

The data was obtained from the check list provided at the end of the questionnaire. Respondents were requested to indicate if the listed health occupations programs (other than practical nursing) were offered either at the secondary or post-secondary level in their state. The five largest number of health occupations programs offered nationwide and listed in descending order were: nursing assistant, dental assistant, medical (office) assistant, dental laboratory technician, and medical laboratory assistant. The least frequently offered health occupations programs were: dietary aide, home health aide, medical laboratory technician, medical records technician, and nuclear medicine technology.

If a particular program was offered in only one or two states, it was not tabulated in the summary. Such health occupations programs included: dental laboratory assistant, exploration of health occupations, environmental health aide and technician, electroencephalograph technician, chemical laboratory technician, home health management assistant, mental health assisting, mortuary aide, massage technology, recreation therapy aide, funeral director, medical engineering technician, radiologic aide, opthalmic dispensing, cardiovascular technician, electrocardiograph technician, optometric assistant and hearing aid specialist.

TABLE XII

HEALTH OCCUPATIONS PROGRAMS (OTHER THAN PRACTICAL NURSING) OFFERED AT THE SECONDARY AND POST-SECONDARY LEVELS

Type of Program	Number Secondary	Number Post-Secondary	Total Programs
Nursing Assistant	32	36	68
Dental Assistant	21	40	61
Medical (Office) Assistant	17	37	54
Dental Laboratory Technician	9	32	41
Medical Laboratory Assistant	10	30	40
Respiratory Therapy Technician	2	32	34
Emergency Medical Technician	4	28	32
Radiologic (X-Ray) Technician	0	31	31
Surgical Technician	5	26	31
Occupational Therapy Assistant	1	26	27
Physical Therapy Assistant	1	26	27
Psychiatric Aide	4	18	22
Health Occupations, Cluster	11	0	11
Dental Hygenist	0	8	8
Dietary Aide	3	3	6
Home Health Aide	2	4	6
Medical Laboratory Technician	0	5	5
Medical Records Technician	0	5	5
Nuclear Medicine Technology	0	3	3
Totals	122	390	512

Data in Table XIII provide a summary of the number of health occupations programs (other than practical nursing) offered at each the secondary and post-secondary levels nationwide.

TABLE XIII

HEALTH OCCUPATIONS PROGRAMS NATIONWIDE AT THE SECONDARY LEVEL AND POST-SECONDARY LEVEL

Level	Number of Programs	Percentage of Programs
Secondary	122	24
Post-Secondary	390	76
Totals	512	100

Data in Table XIII show that one hundred twenty-two (122) health occupations programs or 24 percent were offered at the secondary level nationwide; whereas, three hundred ninety (390) programs or 76 percent were offered at the post-secondary level.

Summary

The purpose of this chapter was to analyze data obtained from forty-nine (49) states which responded to the mailed questionnaire. The District of Columbia was counted as a state. The information obtained was to provide a basis for evaluating Tennessee certification requirements for health occupations teachers.

Information was obtained which focused on: (1) minimum basic academic requirements for beginning teachers of practical nursing and teachers of all other health occupations programs at the secondary and post-secondary levels; (2) work experience requirements for these teachers; (3) initial certification requirements which included preservice orientation, teaching certificate requirements, length of time for which the initial certification is granted, professional education course requirements; (4) perceived adequacy of certification requirements; (5) availability of occupational competency examinations and state or national examinations by the Health Profession; (6) certification renewal requirements; and (7) types of health occupations programs, other than practical nursing, being offered at the secondary and post-secondary levels.

Findings showed that more than one-half of the states required the minimum of an Associate Degree in Nursing to teach in practical nursing programs. Nearly all states required these teachers to be registered professional nurses currently licensed by the state to practice their profession.

The majority of states required teachers of health occupations (other than practical nursing) to have a minimum of a high school diploma plus professional training in the occupational area assigned to teach. Virtually all of the states required these teachers to be licensed or certified by the appropriate agency to practice their profession.

Data obtained on work experience requirements showed that approximately two and one-half years of occupational experience was

was required for beginning health occupations teachers at both the secondary and post-secondary levels.

The greater percentage of states required a teacher's certificate for beginning teachers which was generally issued for approximately two and one-half years. Initial certification requirements also indicated that most states required some minimal amount of preservice orientation for new teachers. There was a variance of required professional education credit hours per unit of time among the states. Most respondents perceived their initial certification requirements as being adequate although dissatisfaction with present certification requirements was voiced by about one-fourth of the respondents.

Data obtained show that provisions were made in fewer than one-half of the states for the administration of competency examinations by an educational agency with a very minor percentage requiring these examinations as a prerequisite for teacher certification. Findings further showed that about one-third of the respondents accepted state or national examinations by the Health Profession for the purpose of certifying beginning health occupations teachers.

In Chapter V an attempt is made to summarize the data by describing a profile of the typical teacher in practical nursing programs as well as the typical teacher in other health occupations programs nationwide, and to draw comparisons between Tennessee teachers and the national profile. Also in this chapter, conclusions and recommendations are made.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

Rapid expansion of health occupations education programs, especially at the secondary level in Tennessee, has created the need for more health occupations teachers. In view of this expansion, it was deemed appropriate to evaluate present certification requirements for Tennessee health occupations teachers.

The purpose of this study was to obtain information on the certification requirements for teachers of secondary and post-secondary health occupations programs in the United States, and to determine if the certification requirements for Tennessee teachers were comparable with those of the other states.

Specific objectives for conducting the study were to: (1) obtain certification requirements for teachers of health occupations at the secondary and post-secondary levels from each of the United States and the District of Columbia; (2) compare Tennessee certification requirements for these health occupations teachers with those requirements in the other states; and (3) make recommendations, based on findings, for certification requirements for Tennessee health occupations teachers.

There was a need to know what existed nationwide before evaluating certification requirements for Tennessee health occupations education teachers. A review of related literature and research dealing with teacher certification generally, certification of trade teachers, and certification of health occupations teachers was accomplished. Information was not found which gave certification requirements for health occupations teachers for each of the United States and the District of Columbia which could serve as a basis for evaluating Tennessee certification requirements for health occupations education teachers.

In order to obtain the necessary data for evaluating certification requirements for Tennessee health occupations teachers, a survey of each of the United States and the District of Columbia was accomplished by mailed questionnaires to each state official responsible for supervision of health occupations education and to teacher educators of health occupations education.

The findings in this study were based upon data secured from the mailed questionnaires. The data were tabulated by states. Tabulations were divided into the following categories: (1) minimum academic requirements for beginning teachers of secondary and post-secondary practical nursing programs; (2) minimum academic requirements for beginning teachers of secondary and post-secondary health occupations programs other than practical nursing; (3) minimum work experience requirements for beginning teachers of secondary and post-secondary health occupations programs; (4) initial certification requirements for beginning teachers of secondary and post-secondary health occupations programs; (5) educational requirements for initial certification of secondary and post-secondary health occupations teachers; and (6) availability of competency examinations for beginning health occupations teachers.

Part II of the questionnaire dealt with certification renewal requirements. Space was provided for comments by respondents relating to health occupations teacher certification, generally. At the end of the questionnaire a list of the more commonly offered health occupations programs (other than practical nursing) was provided. Respondents were requested to indicate if these programs, or any others not on the list, were offered at either the secondary or post-secondary level in their state. Data were tabulated as nationwide totals for each of the health occupations programs offered.

In the majority of states, health occupations teachers were included under teacher certification regulations for trade and industrial teachers. According to data received, five states had specific certification requirements for health occupations teachers.

Based upon data tabulated from the returned questionnaires, it was found that certification requirements for beginning teachers at the secondary and post-secondary levels differed from state to state. These requirements also differed, in several instances, for secondary and post-secondary health occupations teachers within the same state. These diversities confirmed those findings of diversities by other educators such as Smith (1963), Childress (1969), Ramp and Reeder (1970), and Stinnett (1971).

Because of these diversities, comparison of findings on the various categories covered in the questionnaire was somewhat difficult. However, from the results of this study an attempt was made to summarize the data by describing a profile of the "typical" beginning teacher in practical nursing programs as well as a "typical" beginning teacher in health occupations programs (other than practical nursing), and to draw comparisons between the national profiles of these teachers and those in Tennessee.

The national profile of a "typical" beginning teacher at the secondary level and post-secondary level in practical nursing programs would look like the following. This teacher would:

1. have the minimum academic preparation of an Associate Degree in Nursing;

2. be a registered professional nurse currently licensed by the state to practice professional nursing;

3. have approximately two and one-half years of recent work experience;

4. possess a state issued teacher's certificate valid for approximately two and one-half years;

5. have had preservice teacher orientation (if teaching at the secondary level);

6. acquire twelve (12) semester credit hours of professional education within three years.

The Tennessee profile of a "typical beginning teacher at the secondary and post-secondary levels in practical nursing programs would look like the following. This teacher would:

1. have the minimum academic preparation of an Associate Degree in Nursing;

2. be a registered professional nurse currently licensed by the state to practice professional nursing;

3. have two years of work experience, but recency of work experience would not be required.

4. possess a state issued teacher's certificate (if teaching at the secondary level) valid for five years.

5. have had preservice teacher orientation whether teaching at the secondary or post-secondary level.

6. acquire eighteen (18) semester credit hours of professional education within five years;

7. have the opportunity to take a competency examination administered by an educational institution which, while not required for certification, could be applied toward the baccalaureate degree requirements.

One variation from both the national and Tennessee profiles of a "typical" beginning teacher of practical nursing at the secondary and/or post-secondary level was that a few states required the minimum of a Baccalaureate Degree in Nursing and/or in another field. However, the Baccalaureate Degree in Nursing was required primarily for teachers in post-secondary programs for practical nurses.

The national profile of a "typical" beginning teacher of health occupations programs (other than practical nursing) at the secondary and post-secondary levels. This teacher would:

1. have the minimum academic preparation of a high school education plus professional training in the occupational area assigned to teach;

2. be licensed or certified by the state or appropriate agency to practice his/her profession;

3. have approximately two and one-half years of recent work experience;

4. possess a state issued teacher's certificate valid for approximately two and one-half years;

5. have had preservice teacher orientation if teaching at the secondary level;

6. acquire twelve (12) semester credit hours of professional education within three years.

The Tennessee profile of a "typical" beginning teacher of health occupations programs (other than practical nursing) at the secondary and post-secondary levels would look like the following. This teacher would:

1. have the minimum academic preparation of a high school graduate plus professional training in the occupational area assigned to teach;

2. be licensed or certified by the state or appropriate agency to practice his/her profession;

3. have two years of work experience, but recency of work experience would not be required;

4. possess a state issued teacher's certificate (if teaching at the secondary level) valid for five years;

5. have had preservice teacher orientation;

6. acquire eighteen (18) semester credit hours of professional education with in five years; and

7. have the opportunity to take a competency examination administered by an educational institution which, while not required for certification, could be applied toward the baccalaureate degree requirements.

There were some deviations from both the national and Tennessee profiles for teachers of health occupations programs (other than practical nursing). A few states required either a baccalaureate degree or a specified number of hours toward a baccalaureate degree. In other instances, a baccalaureate degree was required only for teachers in a particular health occupations program. For example, Tennessee's deviation was that teachers in certified laboratory assistant programs were required to have a minimum of three years of work experience and possess a baccalaureate degree; whereas, another state required a baccalaureate degree for teachers in occupational therapy assistant programs.

Other findings showed that approximately one-third of the states had provisions for substituting directed work experience from an approved teacher education institution for part of the required work experience for all beginning teachers of health occupations programs at the secondary and post-secondary levels.

Data obtained in this survey further show that somewhat less than one-half of the states made provisions for administering competency examinations to health occupations teachers. This finding confirmed the statement by Larson and Crain (1969) that the use of competency examinations were beginning to include health occupations teachers;

however, there was only a very minor increase over the findings of Larson and Crain in the number of states requiring competency examinations for the purpose of teacher certification.

Survey findings indicated that most states had some provisions for certification renewal which generally included additional (even though minimal) teacher education course requirements. Renewal requirements also varied from state to state.

Although the majority of respondents perceived their certification requirements to be adequate, many respondents expressed their desires for developing and/or improving teachers' competencies, especially prior to teaching. Among other comments, it was noted that certification requirements for health occupations teachers was of concern to several state officials. In several states, certification requirements were either in the process of revision or had been revised and were awaiting approval by appropriate authorities. A few other respondents indicated that revision of certification requirements for health occupations teachers were dependent upon implementation of teacher education programs for health occupations teachers.

On the whole, the format of the questionnaire accomplished the objectives of the survey. The percentage of returned responses (96 percent) exceeded the projected expectancy (70 percent). Perhaps too much data were included for one survey. The survey instrument needs revision, based on some contradictory information which was received.

A summary of the findings from this study will be disseminated to appropriate state officials responsible for supervision of health occupations education programs. The Tennessee health occupations education state staff will also be informed of these findings.

Recommendations

Based on findings in this study, the following recommendations are being made for the purpose of revising certification requirements for Tennessee health occupations teachers.

1. The minimum number of years of required work experience should be increased from two years to three years. In addition, this work experience should be "recent" work experience. Both of these recommendations would make Tennessee certification requirements more compatible with national trends.

2. A state issued teacher's certificate for post-secondary teachers should be required.

3. The length of time for which the state issued teacher's certificate is valid should be decreased from five years to three years for both secondary and post-secondary teachers.

4. The in-service teacher education requirements should include twelve (12) semester hours to be earned within the three year period for which the teacher's certificate is issued.

Based on national trends noted in the data gathered for this study, the following recommendations for further research seem warranted:

1. Periodically, a replication of this study (using a refined instrument) needs to be made to detect changes in trends for health occupations teachers.

2. A study on competency-based teacher education and certification for health occupations teachers should be initiated.

3. A survey of teacher education programs for health occupations teachers nationwide needs to be made.

4. A study of trends toward increasing the minimum basic academic preparation of practical nursing faculty to either a Baccalaureate Degree in Nursing or another field should also be made.

5. A national survey on certification requirements for selected post-secondary teachers, such as those in dental assistant and medical laboratory assistant programs should be made.

6. A survey of secondary health occupations programs being offered as an orientation, exploration, or cluster concept needs to be undertaken.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

State ______________________

Questionnaire: A SURVEY OF CERTIFICATION REQUIREMENTS FOR TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS IN THE UNITED STATES

This form is being sent to State Officials responsible for supervision of Health Occupations. The purpose of this survey is to determine the status of certification requirements for health occupations teachers nationwide. If you would like to receive a summary report of this study, please complete the information requested at the end of this questionnaire.

Directions: Would you please respond to each item by circling the appropriate responses? Each item is coded as follows:

S = Secondary
PS = Post-Secondary
B = Both

Part I. MINIMUM STATE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY/POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

ACADEMIC EXPERIENCE REQUIREMENTS - PRACTICAL NURSING

S PS B 1. Must be a registered professional nurse.

S PS B 2. Must be currently licensed by the State to practice nursing.

3. The minimum level of education required: (circle all categories which apply)

S PS B (a) High School Graduate or Equivalency
S PS B (b) Associate Degree in Nursing
S PS B (c) Diploma School of Nursing Graduate
S PS B (d) Baccalaureate Degree in Nursing
S PS B (e) Baccalaureate Degree (other)______________(specify)
S PS B (f) Master's Degree
S PS B (g) Other______________________________(specify)

Part I. MINIMUM STATE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY/POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS (CONTINUED)

ACADEMIC REQUIREMENTS - ALL OTHER HEALTH OCCUPATIONS

(See enclosed list at end of questionnaire)

S PS B 1. Must be licensed or certified and duly qualified to practice the health occupation in which assigned to teach.

2. The minimum level of education required: (circle all categories which apply)

S PS B (a) High School Graduate or Equivalency

S PS B (b) High School Graduate plus Professional Training in the occupation to be taught

S PS B (c) Associate Degree

S PS B (d) Baccalaureate Degree

S PS B (e) Master's Degree

S PS B (f) Other (please specify)______________________________

OCCUPATIONAL (WORK) EXPERIENCE REQUIREMENTS

S PS B 1. Must have a mininum of ___ years of recent occupational experience. (If different requirements for Secondary or Post-Secondary, please indicate difference on back of page).

S PS B 2. Other occupational experience requirements. (please specify)

____

S PS B 3. May occupational experience requirements be met by substituting directed work experience in a program conducted through an approved teacher education institution?

________yes ________no

3a. If yes, explain______________________________

Part I. MINIMUM STATE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY/POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS (CONTINUED)

OCCUPATIONAL (WORK) EXPERIENCE REQUIREMENTS

S PS B 4. Does your State Department of Education/State University/ or Other educational agency presently administer any type of competency examinations to health occupations teachers? (please circle appropriate agency)

S PS B 4a. Are these examinations required for certification?
__________yes __________no

S PS B 4b. Can State or National examinations administered by the Health Profession be used in lieu of an educational agency competency examination for the purpose of becoming certified as a teacher?
__________yes __________no

INITIAL CERTIFICATION REQUIREMENTS

(please circle your response(s) and fill in blanks)

S PS B 1. Must have a teacher's certificate issued by the State.

S PS B 2. Preservice orientation required before or soon after entrance into teaching.

S PS B 3. Must complete______semester or______quarter hours of general education courses within______months or______ years.

S PS B 4. Must complete______semester or______quarter hours of professional teacher education courses within________ months or______years.

5. For what length of time is the initial certification granted? ________________ Secondary (specify) ________________ Post-Secondary (specify)

6. Do you feel that your initial certification requirements are adequate for beginning health occupations teachers?

Secondary _____ yes _____ no Post-Secondary _____ yes _____ no

6a. If not, what recommendations would you make? ______
____

Part II. MINIMUM STATE REQUIREMENTS FOR RENEWAL OF TEACHER CERTIFICATION (SECONDARY/POST-SECONDARY)

Briefly describe your certification renewal requirements for secondary and post-secondary health occupations teachers.

Other comments relating to the certification of Health Occupations Teachers:

HEALTH OCCUPATIONS

Check all other Health Occupations programs (besides Practical Nursing) which are offered either at the secondary or post-secondary level in your State.

	SECONDARY	POST-SECONDARY
Dental Assistant	________	________
Dental Laboratory Technician	________	________
Emergency Medical Technician	________	________
Medical Laboratory Assistant	________	________
Medical (Office) Assistant	________	________
Nursing Assistant	________	________
Occupational Therapy Assistant	________	________
Physical Therapy Assistant	________	________
Psychiatric Aide	________	________
Radiologic (X-Ray) Technician	________	________
Respiratory Therapy Technician	________	________
Surgical (Operating Room) Technician	________	________
____________ (other)	________	________
____________ (other)	________	________

Please place completed questionnaire in the enclosed self-addressed, stamped envelope and return, and thank you for your cooperation.

If you wish to receive a copy of a summary of findings from this survey, please indicate by completing the following information requested.

Name ______________________________

Position/Title ______________________________

Address ______________________________

______________________________ Zip Code

APPENDIX B

COVER LETTER FOR QUESTIONNAIRE

4706 Elm View Drive
Knoxville, TN 37921
March 25, 1975

Dear

The enclosed questionnaire regarding certification requirements for teachers of secondary and post-secondary health occupations programs is being sent to all persons responsible for supervision of health occupations programs in the United States and the District of Columbia. The results will be tabulated and used to evaluate current certification requirements for health occupations teachers in Tennessee.

Your response is particularly desired because of the key position you hold in your state. It will be appreciated if you will complete the questionnaire and return it to me in the enclosed stamped, self-addressed envelope prior to April 25, 1975.

If you wish to receive a copy of the results of this survey, please complete the section provided for this on the questionnaire.

Thank you in advance for your cooperation in providing information for certification requirements for health occupations teachers in your state.

Sincerely,

Juanita Lutz, Specialist
Health Occupations Education

Enclosure

APPENDIX C

FOLLOW-UP LETTER FOR QUESTIONNAIRE

4706 Elm View Drive
Knoxville, TN 37921
May 5, 1975

Dear

On March 25, 1975, you were sent a letter and questionnaire regarding certification requirements for teachers of secondary and post-secondary health occupations programs in the United States and the District of Columbia.

It is most important that your state be included in the survey results. Would you please take a few minutes now from your busy schedule to complete and return the questionnaire in the enclosed stamped, self-addressed envelope.

Thank you in advance for your cooperation in providing the requested information on certification requirements for teachers of health occupations in your state.

Sincerely,

Juanita Lutz, Specialist
Health Occupations Education

Enclosure

APPENDIX D

MINIMUM REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY PRACTICAL NURSING PROGRAMS

TABLE XIV

MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY PRACTICAL NURSING PROGRAMS

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify level

States	Associate Degree in Nursing	Diploma School of Nursing	Baccalaureate Degree in Nursing	Baccalaureate Degree (other)	Master's Degree (specify type)	Registered Professional Nurse, currently licensed by the State to practice nursing	Comments
Alabama				B		B	
Alaska			PS			PS	
Arizona		B				B	
Arkansas		B				B	
California	B		*			B	* Director of Program
Colorado	S		PS			B	
Connecticut			PS			PS	
Delaware		B				B	
District of Columbia		B				B	
Florida		PS				B	
Georgia	PS					PS	
Hawaii			X		*	X	*Dir.-Master's in Nursing
Idaho		S	PS			B	
Illinois	B					B	
Indiana	B*						*Working toward B.S.Degree
Iowa	B					B	
Kansas	PS					PS	
Kentucky	X					PS	
Louisiana		B				B	
Maine			S			B	P.S./30 hrs. on B.S.N.
Maryland	B					B	
Massachusetts			PS*	PS*			*Either degree
Michigan	B					B	

TABLE XIV (Continued)

Legent:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify level

States	Associate Degree in Nursing	Diploma School of Nursing	Baccalaureate Degree in Nursing	Baccalaureate Degree (other)	Master's Degree (specify type)	Registered Professional Nurse, currently licensed by the State to practice nursing	Comments
Minnesota	PS						
Mississippi	B					PS	
Missouri	B					B	
Montana	B					B	LPN's as teacher aides (P.S.)
Nebraska	B					B	
Nevada	S		PS			B	
New Hampshire						B	
New Jersey							
New Mexico	B					B	
New York	S					B	
North Carolina	PS					B	
North Dakota	B					PS	
Ohio	B					B	
Oklahoma	B					B	
Oregon						B	
Pennsylvania			PS				
Rhode Island							
South Carolina	B						
South Dakota	B					B	
Tennessee	B					PS	LPN's as teacher aides
Texas	B					B	LPN's as teacher aides
Utah	B					B	
Vermont		B				B	
Virginia	B					B	
Washington						B	
West Virginia	PS					B	
Wisconsin			X*			PS	
Wyoming	PS	B				B	*MSN after 7/75

APPENDIX E

MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS OTHER THAN PRACTICAL NURSING

TABLE XV

MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS OTHER THAN PRACTICAL NURSING

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

States	High School Graduate	High School Graduate plus professional training in the occupational area	Associate Degree	Baccalaureate Degree	Master's Degree	Licensed or certified to practice their health profession	Comments
Alabama				B		B	
Alaska				B		B	
Arizona		B				B	
Arkansas		B				B	
California		B				B	Prefer work experience to degree
Colorado						B	
Connecticut				B		B	
Delaware			B			X	
District of Columbia		B				B	
Florida			B			B	
Georgia		B				B	
Hawaii		B				B	
Idaho				B		B	
Illinois			B			B	
Indiana		B				B	
Iowa		PS				B	
Kansas				PS		PS	
Kentucky		B				B	
Louisiana		B				B	
Maine		S				S	Be enrolled in degree program
Maryland		B				B	
Massachusetts				B		B	
Michigan		B				B	

TABLE XV (Continued)

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

States	High School Graduate	High School Graduate plus professional training in the occupational area	Associate Degree	Baccalaureate Degree	Master's Degree	Licensed or certified to practice their health profession	Comments
Minnesota			B			B	
Mississippi		B				B	
Missouri		B				B	
Montana			B			B	
Nebraska		B				B	
Nevada			B			B	
New Hampshire							
New Jersey		B				B	
New Mexico		S		PS		B	
New York		S				S	
North Carolina		PS	S			PS	
North Dakota		B				B	
Ohio			B			B	
Oklahoma				B		B	
Oregon							Competency options
Pennsylvania		S				S	
Rhode Island							
South Carolina				B		B	
South Dakota			B			B	
Tennessee		B				B	
Texas		B				B	
Utah		B				B	
Vermont		B				B	
Virginia		B				B	
Washington						B	
West Virginia		B				B	
Wisconsin		B				X	
Wyoming		S		PS		B	

APPENDIX F

MINIMUM WORK EXPERIENCE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

TABLE XVI

MINIMUM WORK EXPERIENCE REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

States	Number of years of recent work experience required	Work experience requirements met by substituting directed work experience from an approved teacher education institution	Comments
Alabama			
Alaska	2		
Arizona	1	No	
Arkansas	3	No	
California	3	No	
Colorado	2	No	
Connecticut	3	No	
Delaware	2	No	
District of Columbia	5	Yes	
Florida	2	No	
Georgia	2	Yes	
Hawaii	3		
Idaho	3	Yes	
Illinois	1	Yes	
Indiana	3	No *	* Being Planned
Iowa	3 *	Yes	* 2 years in nursing programs
Kansas	2		
Kentucky	2	No	
Louisiana	2	No	
Maine	3 *		* 1 year of teaching experience
Maryland	*	Yes	* Not applicable
Massachusetts	6	No	
Michigan	2	Yes	
Minnesota	3	Yes	

TABLE XVI (Continued)

States	Number of years of recent work experience required	Work experience requirements met by substituting directed work experience from an approved teacher education institution	Comments
Mississippi	2		
Missouri	3	No	
Montana	2	No	
Nebraska	2	Yes	
Nevada	3	No	
New Hampshire			
New Jersey	3	No	
New Mexico	2	Yes *	* To gain recent work experience
New York	1*	Yes	* Plus one year student teaching
North Carolina	3	No	
North Dakota	3	No	
Ohio	4	Yes	
Oklahoma	2	Yes	
Oregon	2		
Pennsylvania	2		
Rhode Island			
South Carolina	3	Yes	
South Dakota	3	Yes	
Tennessee	2*	No	* 3 years for certified lab assistant instuctors
Texas	2	No	
Utah	6	Yes	
Vermont	3	No	
Virginia	2	No	
Washington	3	No	
West Virginia	2	No	
Wisconsin	1	Yes	
Wyoming	1	Yes	

APPENDIX G

COMMENTS BY RESPONDENTS REGARDING THE SUBSTITUTION OF DIRECTED WORK EXPERIENCE FOR REQUIRED WORK EXPERIENCE

Comments made by respondents to the questionnaire directed work experience through an approved teacher education institution being substituted for minimum work experience requirements.

District of Columbia "Teacher can be assigned with a nursing degree (diploma), then return to our community collecg for credit or may go to our teacher's college, etc."

Georgia "1 year of work experience with a baccalaureate degree in the field."

Idaho "It is just beginning in our state. No one in Health has as yet done it this way."

Illinois "Possibly. If the student could show proof of a minimum of 1000 hours of work experience and must be after licensure or certification in their technical areas."

Iowa "Baccalaureate in health programs require only 1-1/2 years."

aryland "Must be in addition to basic occupational preparation." (Response by the Occupational Specialist)

"When continuing education from the associate degree to the accalaureate degree." (Response by the Health Specialist)

innesota "If a committee known as a review committee accepts and ecommends and approves a substitution."

braska "The following practice may be utilized in obtaining the quired occupational experiences: (]) . . . . , (b) at least one year of ll-time employment or the equivalent in accumulated part-time employment d not less than 360 clock hours of employment in the field in which the ndidate is preparing to teach, under the direction and supervision of a alified experienced vocational teacher educator: or (c) at least 360 urs of supervised employment in the field in which the candidate is eparing to teach, plus an organized program of directed observation under the direction and supervision of a qualified experienced vocational teacher educator. The program of directed observation should be equivalent to or actually involve college credits of not less than three semester hours."

New Mexico "to gain recent work experience, not to gain only work experience." (Response by teacher educator) The state official responded "No."

New York "Since separate identification of the H O E field is relatively new, only one teacher Ed. Program in the State in H O E has been approved to date. Such substitutions in baccalaureate degree program is currently under study."

Ohio "Must follow a 2 year teacher education plan."

Oklahoma "Special consideration and experience must be approved by State Supervisor, Health Occupations Education, as well as the education institution." (Response by the state official)

"If military service is considered in approved teacher education." (Response by teacher education)

South Carolina "500 hours of work experience plus 6 semester hours college work constitute a full year of work experience."

Utah "Yes, a composite of 6 years."

Wisconsin "Occupational Equivalency: (1) Equivalency for occupational experience requirements may be established through evaluation. (2) approved graduate education directly in a subject matter discipline may be substituted for required work experience. Two graduate credits equal one month of occupational experience. (3) Equivalencies may be used up to one-half of the required work experience."

Wyoming "University Program."

APPENDIX H

INITIAL CERTIFICATION REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

TABLE XVII

INITIAL CERTIFICATION REQUIREMENTS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

A = Adequate

I = Inadequate

States	Required to have teaching certificate issued by the State	Preservice Orientation Required	Length of time initial certification granted (years)	Perceived adequacy of present certification requirements	Comments
Alabama	S		8		
Alaska	S		5	A	
Arizona	No	No	6	A	
Arkansas	B	B	1	A*	* S - Inadequate
California	B	B	2	A*	* PS - Inadequate
Colorado	B	B	5	A	
Connecticut	B	PS	5	A	
Delaware	S		6	A	
District of Columbia		B	1	A	
Florida	B	No	1	A*	* PS - Inadequate
Georgia	PS	B	1	A	
Hawaii	[illegible]				
Idaho	B	B	1	A*	* PS - Inadequate
Illinois	S		*	A	* Indefinite Time
Indiana	S	S	3*	I	* S - 3 years; PS - none
Iowa	B	No	6	I	
Kansas	PS		1	A	
Kentucky	B		1	I	
Louisiana	B		1	A	
Maine		S			
Maryland	S	S	5	A	
Massachusetts	B	B	2	*	* Adequate in parts, I - in others
Michigan	No	No	1	A	

TABLE XVII (Continued)

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

A = Adequate

I = Inadequate

States	Required to have teaching certificate issued by rhe State	Preservice Orientation Required	Length of time initial certification granted (years)	Perceived adequacy of present certification requirements	Comments
Minnesota	B			A*	* PS - Inadequate
Mississippi	B	No	1	I	
Missouri	B	B	2	A	
Montana	B	No	2	A	
Nebraska	S		1	I	
Nevada	B		5	A	
New Hampshire					
New Jersey	B	B	1	A	
New Mexico	B	PS		A	
New York	S	S	5	A*	* PS - Inadequate
North Carolina	S	S	3	A	
North Dakota	B	B	1	I	
Ohio	B	S	1	A	
Oklahoma	S	B	1	A	
Oregon	X		1		Competency Options
Pennsylvania	S	S	3	A	
Rhode Island					
South Carolina	S		5	A	
South Dakota	B	B	1	A	
Tennessee	S	B	5	I	Certification Being Revised
Texas	S	S	1	A*	* PS - Inadequate
Utah	S	S	3	I	
Vermont	S	S	1	A*	* S - Inadequate
Virginia	B	B	5	I	
Washington	B		1	A	
West Virginia	B	B	1	I	
Wisconsin			2		
Wyoming	S	S	5	A	

APPENDIX I

RECOMMENDATIONS MADE BY RESPONDENTS WHO PERCEIVED INITIAL CERTIFICATIONS REQUIREMENTS AS INADEQUATE.

Recommendations made by respondents who perceived their initial certification requirements as being inadequate for beginning teachers of secondary and/or post-secondary health occupations programs.

California "Require pre or in-service teacher training for all, including MA holder. Require 2 years successful teaching experience prior to life credential."

Florida "Recommend Competency-Based Certification."

Georgia "The preservice of 10 quarter hours is not inforced, especially for post-secondary teachers."

Idaho "30 hours of teacher education preservice."

Indiana "(1) Establishment of approved teacher preparation programs for Health Occupations instructors in State. (2) Plan for professional development for each instructor."

Iowa "More emphasis on preservice courses and programs."

Kentucky "Should have Methods and student teaching previous to teaching."

Massachusetts "There is considerable need for more in-depth methods and techniques courses. Writing curricula and task analysis."

Minnesota "I don't know exactly. All of this needs work. I would be very interested to see what you develop. Please keep me informed."

Mississippi "I would like to see some type of competency examination."

Nebraska "Preservice teacher education."

New Mexico "Establish plan for completion of professional education."

New York "That at least minimum requirements be in effect for teachers at the two-year college level."

North Carolina "These are all that can be imposed at present until HOE Teacher Education program is implemented."

North Dakota "Total testing program."

Oklahoma "Initial certification requirements are the same (Post-sec.), however, PS Instructors are not required by state law to be certified. This is an option of local administration."

Texas "Our review of post-secondary teachers is presently only an initial review and no credential backed by Statute is required. I would recommend a mandatory sequence of required vocational teacher preparation courses for junior college instructors just as is required for secondary teachers."

Utah "Review of secondary and post-secondary requirements and revisions as appropriate."

Vermont "Competency examinations for secondary HOE teachers. Revisions have been submitted to 'Certification Review Board'."

Virginia "More health industry-occupation related education courses concurrent with earned credits in clinical area."

West Virginia "B. S. Degree - M. S. Degree."

APPENDIX J

EDUCATIONAL REQUIREMENTS FOR INITIAL CERTIFICATION OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS TEACHERS

TABLE XVIII

EDUCATIONAL REQUIREMENTS FOR INITIAL CERTIFICATION OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS TEACHERS

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

States	Semester Hours Per Time Unit of Professional Education Courses			Total Hours of Required Education Courses	Comments
	Level	Hours	Years		
Alabama	S	22	8	66½	
Alaska	X	6	5	6	
Arizona		None		None	
Arkansas				12	
California	B	12	2	24	
Colorado	B	4	1	4	
Connecticut				6	
Delaware				60	
District of Columbia	B	18	2	18	
Florida	B	3	1	3	
Georgia	PS	13	1	13	
Hawaii	X	18	5	30	
Idaho	B	60	2	60	
Illinois					
Indiana					
Iowa	B	8	4	3	
Kansas	PS	12	3	12	
Kentucky	B	12	10	24	
Louisiana	B	3	1	3	
Maine					
Maryland	S	18	1	18	
Massachusetts	B	2	2	4	
Michigan		None		None	

TABLE XVIII (Continued)

Legend:

S = Secondary

PS = Post-Secondary

B = Both

X = Did not specify

States	Semester Hours Per Time Unit of Professional Education Courses			Total Hours of Required Education Courses	Comments
	Level	Hours	Years		
Minnesota					
Mississippi	B	24	5	24	
Missouri	B	20	6	20	
Montana	B	12	8	32	
Nebraska					
Nevada					
New Hampshire					
New Jersey	X	15	1	33	
New Mexico	PS	8	5	8	S-6 hr. general ed. courses
New York	S	6	1	12	
North Carolina	S	12	3	12	
North Dakota	B	14	5	16	
Ohio	S	6	2	12	
Oklahoma	B	8	1	8	
Oregon	S	32	*	32	* Competency Option
Pennsylvania	S	X	X	X	
Rhode Island					
South Carolina	X	6	1	6	
South Dakota	B	3	1	3	
Tennessee	B	18	5	18	
Texas	S	14	2	14	
Utah	S	9	3	9	
Vermont					
Virginia	B	12	5	12	
Washington	X	*		*	* Competency Demonstrated
West Virginia	B	5	1	5	
Wisconsin	X	6	2	6	
Wyoming	S	18	3	42	

Note: All quarter hours were converted to semester hours in order to provide a common denomination.

APPENDIX K

AVAILABILITY OF COMPETENCY EXAMINATIONS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

TABLE XIX

AVAILABILITY OF COMPETENCY EXAMINATIONS FOR BEGINNING TEACHERS OF SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS

States	Competency Examinations Administered by an Educational Agency	Competency Examinations Required for Teacher Certification	State or National Health Profession Examinations May Be Used in Lieu of Educational Agency Examination for Teacher Certification	Comments
Alabama	Yes	No		
Alaska				
Arizona	No	No	No	
Arkansas			Yes	
California			Yes	
Colorado			Yes	
Connecticut	No			
Delaware	Yes	No	No	
District of Columbia	No	No	No	
Florida	Yes	No		
Georgia	No		Yes	
Hawaii				
Idaho	No	No	No	
Illinois	No	No	No	
Indiana	No	No	No	
Iowa			No	
Kansas	No		No	
Kentucky	No	No	No	
Louisiana	Yes	No	No	
Maine				
Maryland	No	No	No	
Massachusetts	No	No	No	
Michigan	No	No		

TABLE XIX (Continued)

States	Competency Examinations Administered by an Educational Agency	Competency Examinations Required for Teacher Certification	State or National Health Profession Examinations May Be used in Lieu of Educational Agency Examination for Teacher Certification	Comments
Minnesota				
Mississippi				
Missouri				
Montana			Yes	
Nebraska	No		No	
Nevada			No	
New Hampshire				
New Jersey				
New Mexico	No	No	No	
New York				
North Carolina				
North Dakota	Yes	Yes*	No	* NTE/Secondary Level
Ohio			Yes	
Oklahoma			Yes	
Oregon	Yes	No	Yes	
Pennsylvania	Yes*			* Optional
Rhode Island			Yes	
South Carolina				
South Dakota	No	No	No	
Tennessee	Yes	Yes	Yes*	* On individual basis
Texas	Yes	No	No	
Utah	No	No	No	
Vermont	Yes	Yes*	Yes	* Secondary Level
Virginia	No	No	No	
Washington				
West Virginia				
Wisconsin			No	
Wyoming				

APPENDIX L

CERTIFICATION RENEWAL REQUIREMENTS AND OTHER COMMENTS RELATING TO CERTIFICATION OF HEALTH OCCUPATIONS TEACHERS

Following are the statements on certification renewal requirements and/or other comments related to certification of health occupations teachers provided by respondents. Due to the varied range of these requirements and the diversity in nomenclature of certificate types, responses were provided alphabetically by each state.

Alabama -- Class B professional certificate may be continued for an additional period of eight years from its expiration upon submission of proof of successful experience as a teacher in the area and level for which the certificate is issued for at least four years during the valid period of the certificate, by earning nine quarter hours or six semester hours of credit in upper division or on the graduate level with a standard institution. The credits must be earned within the valid period of the certificate. The proof of teaching experience, submitted by the employing authority, must be on the state-prescribed form.

Alaska -- "Type D—Vocational Trades, Renewal Requirements." Three semester hours of credit (academic or nonacademic), or additional training and/or work experience, acceptable to the Commissioner of Education, plus evidence of satisfactory service from the chief school administrator.

"Type C—Special Services Certificate, Renewal Requirements." Six semester hours of renewed credit. (Three of the six semester hours of renewal credit may be by correspondence courses or nonacademic credit for the completion of institutes, workshops, travel, etc., with prior approval from the Commissioner of Education) earned during the life of the expiring certificate; plus evidence of satisfactory service from the chief school administrator.

Nursing instructors are issued the Type C, Special Services Certificate.

Arizona -- Verified satisfactory continuous teaching or 5 semester hours of renewal credits.

California -- Minimum of six semester units until all requirements are met. Not renewable after that as a life credential is issued.

Colorado -- Nine quarter hours continued education or credit courses in area of specialty or in Vocational Education. (Other comments) Teacher certification, high school 5 years; Vocational creditialing, any level 5 years.

Delaware -- none at present.

District of Columbia -- (Comments) must be recertified if a teacher discontinues her service and wishes to return. She can be readmitted on her old credentials unless something new has been required and she must meet these requests.

Florida -- (Comments) Secondary requirements—Inservice points or education courses. Post-secondary—3 hours Philosophy of Technical Education, 3 hours Special Methods of Technical Education.
(attachment) 1. Temporary Certificate—will be issued to nondegree individuals who have met the work experience requirement. This certificate is valid for one year and may be reissued 4 times, provided at least three (3) semester hours of professional industrial education courses required for the standard certificate are completed prior to each reissuance.
2. Provisional Standard Certificate—issued to nondegree individuals who lack six (6) or less semester hours of meeting requirements for the Standard Certificate and/or recency-of-work experience. This certificate is valid for three (3) years and may be extended or reissued.
3. Standard Certificate—valid for five (5) years, will be issued to nondegree individuals having three (3) years of teaching experience in industrial education subjects : . . ."

No mention of renewal for this certificate was made. Subjects and semester hours required were listed. Descriptions of several other types of certificates and requirements were included in the attached statements.

Georgia -- Post-secondary—5 hours per year until they have 20 hours, then 5 hours each 3 years until all professional requirements for an instructor are met.

Idaho -- Must attend 30 hours teacher education courses each year. When 90 hours have been completed, they are eligible for a Standard 3-year teaching certificate. This is currently being considered for a change.
(Other comments). Fifteen hours of 1 semester credit is given each year if teacher prefers. Teachers can accumulate credits toward a degree. In health this is being done in our state.

Illinois -- We do not have post-secondary certification. At seocndary the teacher pays $2 each year for renewal. (Other comments). We have Provisional Vocational Certification and regular secondary certification. The Provisional is issued on individual meeting minimum work experience of 1000 hrs. of work experience plus 60 semester hours from an approved program of higher learning and certification, licensure, or registration as required in their technical specialty. I personally feel that additional course work or workshops should be required in the areas of vocational philosophy, teaching methods, evaluation techniques, and educational psychology.

Indiana -- Thirty clock hours of Instruction from Teacher Educators from 4 State Universities—Regions are assigned to specific Universities for Teacher Training. (Other comments). New certification pattern before the Licensing Commission at this time.

Iowa -- Six hours in any area. (Other comments). Must complete 8 hours in Career Education approved including: Curriculum Development, Teaching Methods, Evaluation. (Response by Teacher Educator).

Kansas -- attend workshop.

Kentucky -- Must have 6 hrs. (semester) for first renewal. After that must have 4 hours for renewal. (Other comments). We are in the process of changing some of our certification requirements and procedures.

Louisiana -- Three (3) semester hours in professional vocational education must be earned each year until a minimum of fifteen (15) hours have been completed at which time the vocational-technical certificate shall become permanent—(9 hrs. with a B. S. Degree; 6 hrs. for a degree in Education). (Other comments). No existing guidelines for Extension teachers in Nutrition and Diet Therapy for L.P.N. programs—ADA membership and R. D. requirements is necessary for Dietetic Assistant Coordinators.

Maryland -- Not renewal but an advanced certificate of 34 semester hours of an approved education program.

Massachusetts -- We do not have any. Once you get it you've got it. (Other comments). That is why we have problems. What is needed is a professional education requirement for all—every 3 - 5 years.

Michigan -- Annual renewal for secondary.

Minnesota -- Renewal Requirements (none given). (Other comments). I would really appreciate hearing the results (your study) as a revision of certification for Health Occupations Instructors is one of my primary goals this year.

Mississippi -- (attachment provided)
"Secondary Health Occupations Teachers (Nursing Profession)" Certificate Renewal.
1. Renewals for one-year permits will be made for nondegree teachers for one-year duration until 24 semester hours of special course work have been completed. Renewals thereafter will be made for five-year durations for bachelor's degree or less, and for 10-year duration for master's degree or above.
2. Renewals of a one-year duration permit will require the completion of six semester hours from the following course descriptions: . . . .
3. Renewal of five and 10-year duration licenses will require the completion of: six semester hours (from content description) or six semester hours of professional education.
"Post-Secondary Health Occupations Teachers (Nursing Profession)" License Renewal.
1. Renewals of one and two-year duration licenses will be made for degree and nondegree teachers for two year duration until 24 semester hours of special course work have been completed. Renewals thereafter . . . .
2. Renewal of a one-year duration license will require the completion of a minimum of three semester hours from the following course content descriptions. Renewal of a two-year duration license will require the completion of six semester hours . . . .
"Post-Secondary Health Occupations Teachers (Medical and Dental Profession)" License Renewal. License renewal in this category same as item 2 preceding.

Missouri -- (attachment provided)
Trade and Industrial, Technical, and Health Occupations Instructors.
"Five Year Certificate Renewal Requirements"
(a) Professional Improvement—attendance at three of five vocational summer workshops . . . and additional course work of professional nature related to the area being taught (three semester hours), Or attendance at a technical workshop or institution sponsored by industry or organizations relating to the occupational area being taught (two weeks).
and
(b) Occupational Experience—this must consist of techniques and skills utilized in the instructional program or experience

that will allow the instructor to expand and uptade the instructional program (320 clock hours), or
(c) Occupational Survey—evidence should be submitted that a survey has been conducted that has gathered data relating to current industrial practices and employment potential.

Montana -- One year successful teaching experience plus presentation of 16 quarter credits* earned in accordance with Plan of Professional Intent. *'Equivalent' allows for recognition of recently gained experience such as working with new equipment, etc.

Nebraska -- Secondary certification is a Provisionsl Trade—Renewal requirements, verification of 1 year successful teaching. (Other comments). No current preservice program. Currently trying to have one identified.

New Jersey -- Four credits per year toward standard certification. (Other comments). Requirements for all state approved programs regardless of level. In general, the community colleges in New Jersey prefer Master Degrees, but do not require certification. Preservice programs are available in colleges in which all requirements for certification may be met except the Supervised Teaching Seminar.

New Mexico -- (Attachment provided)
"Recertification Requirements for One-Year Provisional Certificate." (1) Completion of 6 semester hours of approved Vocational Health Occupations Education courses, (receive a second one year Provisional); (2) After the second year of successful teaching an instructor may be recommended for a five-year certificate upon completion of twelve (12) semester hours of approved Vocational Health Occupations courses. "Recertification Requirements for five-year certificate" . . . completion of not less than eight semester hours of approved vocational courses. Approval by the State Supervisor shall be governed by the extent to which the instructor has participated in workshops, conferences, seminars, and special schools sponsored and/or recommended by the Division of Vocational Education.

New York -- Secondary: Within the 5 year provisional certification period, secondary teachers should have completed 30 semester hours of appropriate collegiate study as designed for each option under permanent certification. Post-Secondary: No state requirements.

North Carolina -- Six semester hours of professional teaching courses and/or general education (if needed) every 5 years thereafter. (Other comments). This survey speaks to HOE Comprehensive program. Different certification is required for the health practitioner employed to teach the Health Cluster within the middle grades.

North Dakota -- Must take a minimum of 3 quarter hours teacher ed. courses for recertification.

Ohio -- Complete 2 courses in Vocational Education for secondary teachers.

Oklahoma -- (Attachment provided) "Extension and Renewal of Certificates, Health Occupations Education (Vocational)." Standard Certificate. The applicant shall furnish evidence of having had three or more years of school experience . . . during the five-year term of validity of the certificate to be renewed or of having a minimum of eight semester hours of credit within the five years immediately preceding the date of application for renewal. Full time, active military service in the armed services may be accepted in lieu of school experience in meeting requirement . . . . (Other comments). Certification of health occupations instructors through the Health Occupations Education Division is a recent development in Oklahoma. We feel that real progress has been made in setting up our own standards. However, there is need to modify the Certification process for post-secondary instructors, especially those involved in the 12 month practical nursing program, before we seek certification as an 'across the Board' requirement.

South Carolina -- Six semester hours of professional development every 3 years. (Other comments). State Board of Nursing has minimum requirements that must be met initially and ours are extensions of these on a continuing basis.

South Dakota -- (Attachment provided)** Health Occupations have the same as trade and industrial requirements. "Renewal of Limited Certificate" (issued one year)—has acquired three semester hours . . . and one year of satisfactor teaching experience . . . . This certificate is valid for three consecutive years and may be renewed by acquiring an additional eight semester hours of professional vocational education courses; general education courses, if they lead toward a degree; or courses directly related to the occupational area being taught. "Original Certificate"—issued for five years and may be renewed upon (1) completion of six semester hours of credit in professional vocational education courses or courses directly related to the occupational area being taught, or (2) by working three summers of ten weeks each in the instructor's occupational area. (May be renewed only once through method number (2), and for only a three year period).

Texas -- After receiving their provisional (permanent) certificate, our secondary teachers are expected to attend a week-long annual summer in-service education workshop. (Other comments). We offer, through a teacher education institution, a series of three week-long teacher preparation workshops for post-secondary teachers. These are well attended and praised as beneficial by our instructors, but we lack the statutory authority to require them of all post-secondary instructors. Our secondary programs are basically cooperative training.

Utah -- Secondary Requirements: The accomplishment of 9 hours of relevant course (Lab) Clinic experience training. Post-Secondary: As required by each institution. (Other comments). We are instituting/inaugerating at the Baccalaureate (with in-service and Graduate Implications) Health Occupation teacher training program—none exist currently in the Inter-Mtn. West.

Virginia -- Being revised and reviewed. (Other comments). The R.N.'s with degrees in nursing or other areas not subjected to the same initial certification requirements as the nondegree person.

Washington -- (Attachment provided)
Trade and Industrial (Including Health Occupations) and Technical Education.
"One-Year Vocational Certificate"—Renewal: This certificate is renewable twice upon the recommendation of the local school district Vocational Administrator, and the endorsement of the appropriate advisory committee.
"Three-Year Vocational Certificate"—Renewal: (a) Vocational Trade and Industrial teaching experience of 120 clock hours during life of previous certificate; (b) Additional approved vocational teacher training credit of 30 clock hours beyond the initial 3 year certification requirement.
"Five-Year Vocational Certificate"—Renewal: (a) Vocational Trade and Industrial teaching or supervisory experience of 300 clock hours during the life of the certificate; (b) Additional teacher training of 60 clock hours, which may include any approved vocational teacher training courses or activities.

West Virginia -- Vocational Permit: (1) Renewal for one year period providing (a) completion of 5 semester hours with a "C" average in courses appropriate to approved degree program; (b) institution verifies the credits are applicable to student's degree program; (c) employing county superintendent recommends that the applicants permit be renewed. Vocational Certificate: --For teaching specific occupation, granted for five year period providing (a) completed 20 semester hours from the courses prescribed for vocational certificate; (b) completed 3 years successful teaching; (c) has satisfied the work and training experience required for vocational permit.

Wisconsin -- (Attachment provided).
"Provisional Certificate" (valid for 2 years). Renewal Requirements: 6 semester credits or 2 months of appropriate occupational experience each two year period is necessary toward fulfilling the requirements for a standard five-year certificate. Two graduate credits equal one month of occupational experience.
"Standard Five-Year Certificate". Renewal: 6 semester credits or two months of occupational experience or other acceptable professional activity.

Wyoming -- Secondary—Depends on P I C; If BA and Initial—5 semester hours of Voc. Ed. (Other comments). Flexible because of teacher supply. Very few Teacher Education programs have Health Occupations Ed. in this region.

VITA

Juanita Fuller Lutz was born in Blackey (Buchanan County) Virginia on August 25, 1923. She attended public schools in West Virginia and Virginia and was graduated from Lebanon High School, Lebanon, Virginia, in June 1940. The following September she entered Saint Lukes Hospital School of Nursing, Bluefield, West Virginia, and September 30, 1943, passed (cum laude) the State of West Virginia Board of Examiners for Nurses.

She practiced nursing in West Virginia, Virginia, Kentucky, and Tennessee holding various positions for approximately twenty-three years. She also taught in the Tennessee Practical Nurse Program as well as in hospital-based programs training operating room technicians and geriatric nursing assistants.

In 1957, she enrolled at Lincoln Memorial University, Harrogate, Tennessee, as a biology major while continuing her nursing career. She transferred to the College of Education, University of Tennessee, Knoxville, in July 1965. On June 1, 1967, she accepted a position as Regional Supervisor of Health Occupations Education with the Tennessee State Department of Education and is currently employed in this position. She received her Bachelor of Science in Education from The University of Tennessee on June 8, 1972, and entered the Graduate School at The University of Tennessee in June 1973.

She is a member of the Phi Kappa Phi Honor Society, Iota Lambda Sigma Fraternity, American Vocational Association, Tennessee Vocational

Health Occupations Association, Vocational Industrial Clubs of America, Tennessee State Employees Association, the University of Tennessee Alumni Association and life member as American Red Cross Nurse.